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ABSTRACT

The purpose of the five-year plan described in this document is to enable the Minneapolis public schools to anticipate and respond to changing educational, economic, and demographic conditions that affect the school district. The plan affects all elements of the public school system and includes decisions regarding key actions or policies required to accomplish the system's mission. The plan is organized according to the following outline: (1) the educational program--guaranteeing basic school and life skills, programs to meet developmental needs, and programs to fit individual needs and values; (2) the learning environment--the climate for learning, parent/student/citizen involvement in school affairs, communications, and desegregation/integration; and (3) the organization of resources--central administration, school building management, facilities, applications of information technology, and finance. Goal statements introduce each of the three major sections. Each of the subsections consists of statements regarding the Board of Education's sense of direction, followed by an action plan. Background data on pupil enrollment, personnel, and basic skills objectives are contained in appendices. (CMG)

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FIVE-YEAR PLAN FOR THE MINNEAPOLIS PUBLIC SCHOOLS

1982-1987

Office of the Superintendent
Minneapolis Public Schools
807 Northeast Broadway
Minneapolis, Minnesota 55413

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The school district will focus its resources to be accountable within the K-12 program for the achievement of its educational mission. The school district will provide educational services to the Minneapolis community beyond the K-12 program to the degree that independent resources are available.

The school district will develop and implement an articulated, integrated and coordinated educational delivery system for all students. The key element of the system is the curriculum, which will be developed centrally based on the developmental needs of all students and supplemented by a system of interventions and strategies to assist each individual student to reach his/her highest potential.

Guaranteeing Basic School and Life Skills

Sense of Direction

The Minneapolis Public Schools will assure achievement by every student of the communication skills, math and problem-solving skills, study skills and citizenship skills necessary as a foundation for living in a changing society. Continuous assessment of achievement in five basic skill areas will guide student learning in the Minneapolis Public Schools.

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Approved by Board of Education April 20, 1982

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Programs must be provided to supplement the regular curriculum for students whose developmental needs don't match up with the bulk of the students in their age group. These would include special education and remedial programs for students with learning handicaps and special programs for the gifted/talented.

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Although the number of students in the Minneapolis Public Schools K-12 program has declined steadily since 1965 to 39,065 in 1981, there is reason to believe that those who remain have increased personal and individual needs that require strong educational and support services. Given the demographic characteristics of the students enrolled, a wide range of support services must be provided, including active counseling services and drop-out prevention programs.

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Although financial performance is only the means to the end of educational service provided by the Minneapolis Public Schools, strategic planning for financial performance is essential. Financial planning requires annual development of a five-year outlook with estimates based on updated assumptions regarding revenues and expenditures. It also requires use of a decision-making process for defining budget priorities and for allocating resources to match up with fiscal expectations on a year-to-year basis.

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Based upon revenue and expenditure assumptions developed February 1982, the fiscal outlook shows a pattern that could result in an accumulated deficit of \$98.6 million in the K-12 General, Transportation, Reimbursable and Capital Equipment Funds over the five-year period to 1986-87. Changes in expenditure patterns will be required to maintain the district's excellent record of financial solvency.

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The fiscal outlook for the Minneapolis Technical Institute and adult extension programs shows that the institutions must increase their dependence upon tuition and business donations in order to be self-supporting, given assumptions of cutbacks in reimbursement for post-secondary vocational education, and elimination of reimbursement for adult extension programs by the end of the five-year period.

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Costs and savings derived from the policies and programs recommended to date in the Five-Year Plan demonstrate an overall savings in all funds of \$17,634,319. These savings, derived primarily from

five-year savings gained by closing schools, are not adequate to close the gap between revenues and expenditures shown in the K-12 fiscal outlook. The amount of savings proposed in the Five-Year Plan must be realized. In addition, however, all costs proposed in the Five-Year Plan must be reviewed along with ongoing budget requests in order to cut back expenditures and allocate resources in such a way as to eliminate the possibility of a K-12 deficit.

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A decision-making process must be developed and applied to analyze budget requests, including those stemming from Action Plan items in the Five-Year Plan, in terms of their relationship to the educational mission of the Minneapolis Public Schools. Budget priorities related to the mission of the school system should determine allocation of limited resources.

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OVERVIEW

PURPOSE

The Minneapolis Board of Education bears the full responsibility for the performance of the public schools in meeting the educational needs and expectations of the district's constituency. Implicit in this responsibility is the need to articulate community expectations, mobilize the resources necessary for their fulfillment, and effectively manage available resources. To accomplish this charge, the Board of Education has been developing a long-range plan.

The Minneapolis school district's long-range plan is comprehensive in that it affects all elements of the public school system. It is strategic in that it makes decisions regarding the key actions or policies required to accomplish the mission of the public school system. It will be continuously updated within a five-year range of projections to allow adaptation to changing conditions or expectations.

The Five-Year Plan will guide the district through the 1986-87 school year in matters of critical choice: the comprehensive educational program, desegregation/integration, educational alternatives, school calendar/school day, grade organization, staffing patterns, technology, climate for learning, personnel, organization, facilities, communications, citizen involvement, and financing. With all areas addressed and integrated into a single plan, the Minneapolis Public Schools will be able to anticipate and respond to changing educational, economic, and demographic conditions that affect the district.

HISTORY AND PROCESS

Changes in Minneapolis mirror changes throughout the cities of America. Population decline in central cities has stimulated intense concern about keeping a diverse population, including young middle class families. Declining pupil enrollments have forced continuous adjustments in the roster of facilities and personnel. Demographic change has required continuous adaptation of the desegregation/integration program. Sociological change has required the school system to take on a broad range of responsibilities which have previously been assigned to the family. Most important, public systems are strapped by tight resources. These changes created the pressures for development of a plan for the Minneapolis Public Schools.

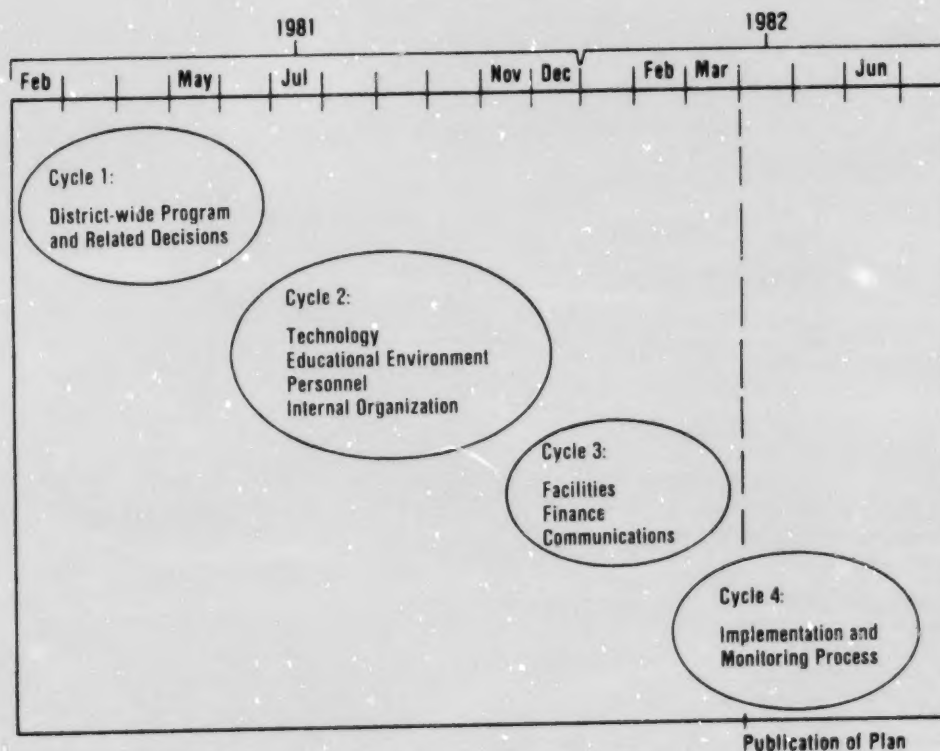
The Minneapolis Board of Education committed the school district to the development of a long-range plan during the Spring of 1980. The Board had been confronted during 1978 and 1979 with recommendations from a number of citizen groups who had individually spent months studying issues related to all facets of the present plan -- primarily issues related to declining pupil enrollment and educational accountability. The administration and Board had not had the opportunity, however, to consider together the problems which had given rise to the citizen reports. Although the district had been continuously involved in developing detailed budget or facilities or curriculum plans, no forum had been provided where the Board and administration could look at all

of the elements of the school system in relation to their impact on individual student learning achievement. There had been no coordinated planning to set across-the-board priorities which would determine a consistent pattern of program and budget decisions.

The Board hired a new school superintendent, Richard Green, during the Summer of 1980. He expressed his commitment to work with the Board on a long-range plan, and appointed a Planning Council made up of school administrators to take the lead in plan development. Working with the Planning Council, the Minneapolis Board of Education began by developing a list of 58 Planning Assumptions during the Fall of 1980. The first assumption stated that plan elements would include: program, desegregation/integration, staffing, facilities, finance and organization. The plan would address these topics as they apply to kindergarten through grade 12 and would also address community education, vocational education and special education offered to preschool children and adults.

Superintendent Green then sought financial support for the district's plan development from the Greater Minneapolis business community through the Greater Minneapolis Chamber of Commerce. The support came with the recognition that the future of the City of Minneapolis is closely tied to the future of the Minneapolis Public Schools. The superintendent next hired a planning coordinator from the City's Planning Department on a 16-month contract to work with the Board and staff and complete an initial comprehensive plan.

Figure 1
Planning Cycles



The Board of Education met with the planning coordinator during February 1981 to decide on its planning process. The process spans four cycles through June 1982, as shown in Figure 1. Decisions which affect the educational program throughout the district were addressed during the first planning cycle, resulting in approval of a Draft of Part 1 on May 26, 1981. Decisions which focus on the Minneapolis Public Schools' staff were addressed during the second planning cycle, resulting in approval of a Draft of Part 2, January 5, 1982. Decisions regarding Communications, Facilities and Finance were addressed during the third planning cycle, resulting in an approved Draft of Part 3 on March 9, 1982. The three parts were then brought together to create a draft of the total Five-Year Plan. Following a series of public hearings, the Board approved the plan on April 20, 1982. An implementation plan will be developed during the fourth planning cycle.

There are 12 steps which have been followed in the planning process:

- Step 1. The Planning Consultant/Coordinator and Planning Council define strategic planning issues to be addressed in each planning cycle.
- Step 2. School staff and outside experts with knowledge appropriate to the topic develop a discussion package concerning an issue or set of issues for presentation to the Board of Education. The team is led by a member of the Superintendent's Cabinet.
- Step 3. The team of contributors presents the package to the Planning Council for its review and comment.
- Step 4. The team of contributors presents the discussion package to the Board of Education for informal consideration and discussion.
- Step 5. The team of contributors presents the discussion package to assembled principals, teacher representatives and chairs of area advisory committees shortly after initial Board consideration. These staff and community representatives then initiate discussion within their own communities on the topic.
- Step 6. The Planning Consultant/Coordinator prepares a printed discussion package based on the team's presentation which is widely disseminated to staff and community representatives and to a broad distribution of interested groups and individuals. The printed package includes a response form on which either groups or individuals can express their views on the topic.
- Step 7. The Planning Consultant/Coordinator collects and summarizes responses to the printed discussion package. The summaries are made available to the Board, Council, and interested others.

- Step 8. The Planning Consultant/Coordinator works with the team of contributors and drafts a formal plan element for the Board of Education dealing with the issues described in the discussion package, guided by the sense of direction offered by the Board in its consideration.
- Step 9. The Board reviews and discusses all of the drafted plan elements prepared for the planning cycle.
- Step 10. The Planning Consultant/Coordinator revises the drafted plan elements based on Board review and comment.
- Step 11. The Board takes formal action to approve plan elements at the end of each planning cycle.
- Step 12. The Planning Consultant/Coordinator prepares a complete plan for adoption and publication following the third planning cycle, Spring 1982. The published plan is printed in a format which allows for ongoing additions and revisions.

Thirteen planning teams produced 13 discussion packages during the planning process:

DISCUSSION PACKAGES

Part 1:

1. Critical Choices: Desegregation/Integration in the Minneapolis Public Schools
2. Critical Choices: The Comprehensive High School in Minneapolis
3. Critical Choices: Educational Alternatives in the Minneapolis Public Schools
4. Critical Choices: School Calendar/School Day in the Minneapolis Public Schools
5. Critical Choices: Grade Organization in the Minneapolis Public Schools
6. Critical Choices: Staffing Patterns in the Minneapolis Public Schools

Part 2:

7. Critical Choices: Technology in the Minneapolis Public Schools
8. Critical Choices: The Climate for Learning in the Minneapolis Public Schools
9. Critical Choices: Personnel in the Minneapolis Public Schools
10. Critical Choices: The Organization of the Minneapolis Public Schools

Part 3:

11. Critical Choices: Minneapolis Public School Facilities
12. Critical Choices: Communications in the Minneapolis Public Schools
13. Critical Choices: Financing the Minneapolis Public Schools

Although the list of discussion packages accurately reflects the work of most of the planning teams, there are three discrepancies. First, the team which produced the Comprehensive High School discussion package addressed the total comprehensive educational program in its initial presentation to the Board and has continued work throughout the process to contribute material to this draft of the total plan. Second, the Technology team began its work in the first planning cycle with an initial presentation to the Board but based its discussion package on a second presentation during the second planning cycle. And third, the Facilities team moved ahead of the process to present plan recommendations during January 1982 involving school closings in June 1982. Those recommendations were presented in a printed document for public distribution and used as the basis for a Board of Education decision on school closings made on March 8, 1982.

A full set of plan documents is available for review in the school superintendent's planning office. A bibliography of materials used by the planning teams is also available, as is a calendar of all of the meetings held by the teams, Board and Planning Council, and a list of the meetings where the team leaders or planning coordinator presented information to staff and community groups.

THE VISION OF THE FUTURE - EFFECTIVE LEARNING

The Minneapolis Board of Education and administration are committed to demonstrating the strengths needed to attract and retain students in a stable school system. What are some of those strengths?

- . Student mastery of basic skills within a kindergarten - grade 12 curriculum geared to developmental need and achievement, based on specific objectives and assessment procedures consistent city-wide. Achievement will be the basis for grade promotion.
- . Strong leadership with high expectations for the accountability and productivity of both staff and students in a well-ordered school atmosphere. There will be a city-wide discipline policy, K-12 citizenship skill objectives, and performance appraisal for all public school staff. Principals will be expected to act as instructional leaders as well as building managers.
- . Program alternatives to match with parent/student interests and values and to assure curriculum offerings which are required for entry into both the world of work and/or higher education. The district will provide a core curriculum of course offerings with defined objectives city-wide. In addition, however, the district will offer alternative teaching/learning styles as program choices for K-12 students, and will offer magnet programs with enriched subject-matter offerings for students in grades 9-12.

- . Commitment to the dignity and worth of each individual learner in an integrated school environment.
- . School programs to meet the needs of parents by developing closer ties with preschool child care providers, by expanding Latch Key programs before and after school for the children of working parents, and by finding better ways of involving more parents in school affairs. Parent involvement is essential for effective schooling.
- . Stability and continuity for the K-12 programs, reducing the negative impact of transitions between programs. The school district will place particular emphasis on revising the junior high curriculum to better suit the developmental needs of adolescents and to soften the transition between elementary and secondary programs. The district will attempt to maintain stability in school and program locations during the period from 1982 to 1987 so that parents and students can plan for the future.
- . An improved system of internal and external communications to promote a clear understanding throughout the school-community of the educational process and objectives of the Minneapolis Public Schools.
- . An expanded definition of school-community by using community resources to supplement learning opportunities, and by providing adult education programs to meet resident needs. The system will expand its community partnerships. Both the Minneapolis Technical Institute and the district's Community Education programs will expand and will be self-supporting.

As described in the Mission Statement adopted by the Board of Education, May 1981, equity and diversity and excellence are the objectives which will shape the Minneapolis Schools during the next five years.

"The primary mission of the Minneapolis Public Schools is to ensure equal access to an excellent educational program in an integrated environment so that students are challenged to reach their highest intellectual potential. Resources will be directed to ensure that students will develop the communications skills (reading, writing, speaking and listening), mathematical and problem-solving skills, study skills and citizenship skills necessary as a foundation for living in a changing society."

The Minneapolis Public School system is the largest in Minnesota. It is important to maximize the advantages of a large school system and minimize its disadvantages. The size of the system allows a range of educational alternatives and program options without equal in the state. The location of the school system in an urban community allows access to a multitude of public and private resources which provide support for learning objectives. The diversity of the student population provides a base for the broadest range of special programs to meet special needs. Diversity is now the district's major

strength. Guarantees of equitable access to a range of challenging program offerings will add to the district's strengths.

It is difficult to separate the factors of program or personnel or environment which characterize effective learning. All children are eminently educable, and all behaviors of the school are critical in determining the quality of that education. On the other hand, there are some characteristics of schools most often identified as important to student achievement:

- 1) Strong leadership from a building principal who is an instructional leader;
- 2) High expectations for students held by school staff;
- 3) An orderly, pleasant classroom atmosphere;
- 4) Emphasis, including more time on task, placed on basic skills;
- 5) Frequent evaluation of individual achievement; and
- 6) Parent participation in student learning.

Each of the elements which contribute to effective learning is addressed in this Five-Year Plan.

ORGANIZATION OF THE PLAN

The Five-Year Plan is organized within the following outline:

1. The Educational Program
 - A. Guaranteeing Basic School and Life Skills
 - B. Programs to Meet Developmental Needs
 - C. Programs to Fit Individual Needs and Values
2. The Learning Environment
 - A. The Climate for Learning
 - B. Parent/Student/Citizen Involvement in School Affairs
 - C. Communications
 - D. Desegregation/Integration
3. The Organization of Resources
 - A. Central Administration
 - B. School Building Management
 - C. Facilities
 - D. Applications of Information Technology
 - E. Finance

Goal statements introduce each of the three major sections. Each of the subsections consists of statements regarding the Board of Education's Sense of Direction, followed by an Action Plan. Background data on pupil enrollment, personnel, and basic skills objectives are contained in the appendices to the document. An implementation plan will be published in June 1982. It will include a timetable and procedures for implementation, procedures for monitoring implementation, and a schedule and process for ongoing planning.

THE EDUCATIONAL PROGRAM

The school district will focus its resources to be accountable within the K-12 program for the achievement of its educational mission. The school district will provide educational services to the Minneapolis community beyond the K-12 program to the degree that independent resources are available.

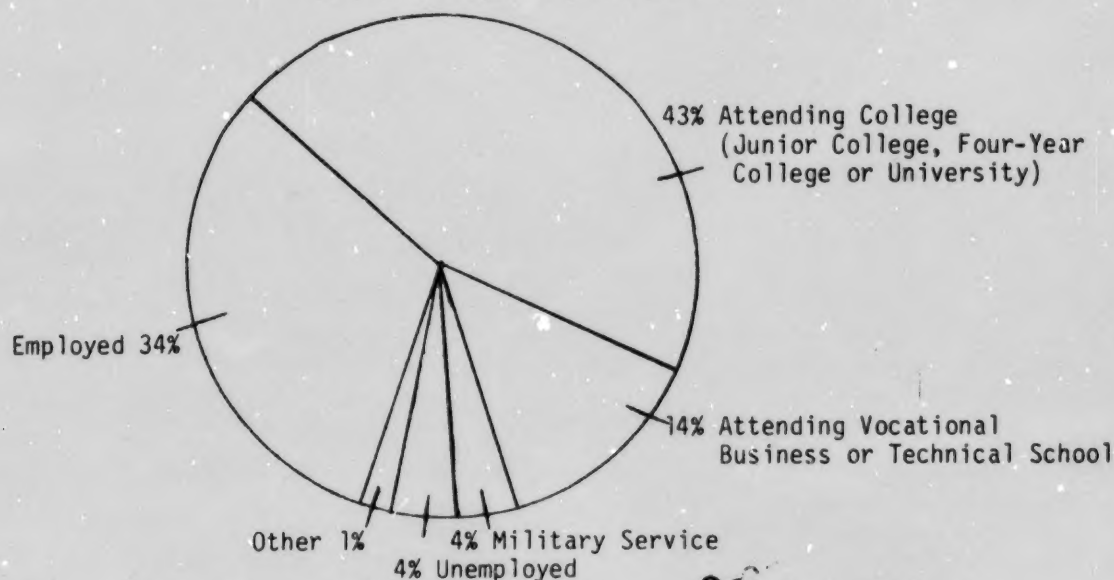
Following lengthy consideration, the Board of Education developed the following statement of its educational mission:

"The primary mission of the Minneapolis Public Schools is to ensure equal access to an excellent educational program in an integrated environment so that students are challenged to reach their highest intellectual potential. Resources will be directed to ensure that students will develop the communications skills (reading, writing, speaking and listening), mathematical and problem-solving skills, study skills and citizenship skills necessary as a foundation for living in a changing society."

Thus, the Board of Education offers assurances with regard to equity, intellectual challenge, and basic skill achievement. The Board has defined basic skill outcomes for a K-12 education. These are the outcomes which are essential to prepare students for work or for further schooling.

Figure 2 shows the activities of 1977 graduates from the Minneapolis Schools. In all, 3,333 students were graduated in June 1977. Of the 60 percent who responded to a follow-up study in December 1977, 57 percent were enrolled in a post-high school educational program. As shown, 43 percent were attending college (junior college, four-year college, or university) and 14 percent were attending a vocational or technical school. Thirty-four percent of the responding graduates listed employment as their primary activity, including graduates in apprenticeship programs. Four percent were unemployed; another four percent were in the military service, and one percent was placed in the "other" category which includes homemaker, travel, etc.

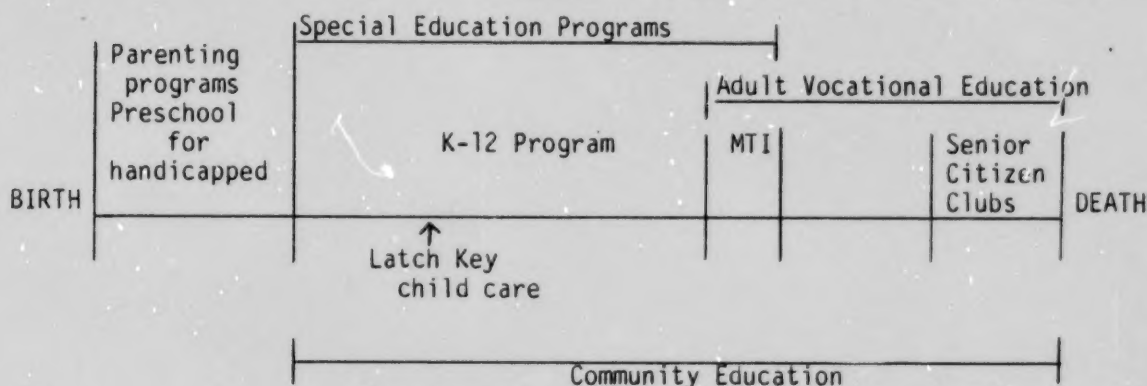
Figure 2. Post-High School Activities of 1977 Graduates of Minneapolis Public Schools



Results of the 1977 follow-up study match up fairly closely with those for 1971 and 1974. The studies demonstrate that the school system must prepare students for a variety of educational and vocational alternatives. The basic skills stressed by the Board of Education are essential to each.

Figure 3 shows that the school district provides varied educational services to the Minneapolis community beyond the K-12 program. Life-long learning is presently available through the Minneapolis Schools, from parenting and pre-school programs to adult vocational, community education, and senior citizen programs. Programs are developed to serve all segments of the community, using a needs assessment process to determine interests. These programs will be maintained and expanded to the degree that they do not tap funds from the school district's budget dedicated to K-12 education.

Figure 3. Minneapolis Public School Services for Lifelong Learning



The school district will develop and implement an articulated, integrated and coordinated educational delivery system for all students. The key element of the system is the curriculum, which will be developed centrally based on the developmental needs of all students and supplemented by a system of interventions and strategies to assist each individual student to reach his/her highest potential.

All educational services in the school district must be integrated and coordinated. The more inclusive the curriculum, the more it meets the developmental needs of all students and the less need there is to allocate resources to categorical programs such as Title I, Special Education, Indian Education, Equal Education, etc. because the needs of students are met in a classroom support model.

The role of the district is to design instructional programs which will suit a range from pre-literate to highly gifted students; programs which will meet the needs of students of all socio-economic backgrounds; and programs, strategies and interventions that will enable the highest degree of success possible for each student.

The strategies to meet individual needs will include commitment to providing educational alternatives which address the special needs, interests and personal values of the families served by the schools.

GUARANTEEING BASIC SCHOOL AND LIFE SKILLS

Sense of Direction

The Minneapolis Public Schools will assure achievement by every student of the communication skills, math and problem-solving skills, study skills and citizenship skills necessary as a foundation for living in a changing society.

Continuous assessment of achievement in five basic skill areas will guide student learning in the Minneapolis Public Schools.

The student should:

- 1) Understand the communicator's message by listening, reading and viewing critically.
- 2) Use spoken, written and visual communication appropriate in form and content for the intended audience and situation.
- 3) Use appropriate computation and mathematical processes.
- 4) Use appropriate strategies for acquiring, organizing, and evaluating information; clarify issues and solve problems.
- 5) Understand, respect, protect, exercise and promote the rights and responsibilities of a contributing member in a democratic society.

Each basic skill outcome describes the practical application of knowledge to everyday life and school situations. Each basic skill is interdisciplinary; that is, each skill can be achieved through combining or involving two or more academic disciplines or fields of study.

Mastery of the basic skills undergirds the whole Minneapolis curriculum. Success in basic skills achievement is vital to a student's positive feelings of self-esteem and to effective participation in society.

Technological literacy, the product of teaching about new information tools, has become a basic skill for living in the future. The Minneapolis Public Schools will develop the technological literacy of its staff and promote the use of technologies to support instruction so that it will be prepared by the end of the five-year planning period to assure student achievement of technological literacy as a basic school and life skill.

A textbook definition says that "technology" is the system of procedures, equipment and resources used to produce goods and services. The services provided by the schools are information services, and the area of information technology has mushroomed with new developments during the last decade. More important, information technology is changing at an ever-increasing rate, requiring flexible and continuous assessment of decisions about its institutional use.

The components of educational technology addressed in the Action Plan include the following:

- . Radio broadcast
- . TV broadcast
- . Cable/closed circuit TV
- . Microwave (audio-visual signals from satellites to ground receiving stations)
- . Projected media/film
- . Non-projected media/print
- . Computers

Technological literacy means being aware of the scope of a particular technology, knowing what it can or can't do, understanding its impact on society, having the ability to operate it, and being aware of its usefulness in one's own daily life.

Efforts toward increasing knowledge and use of technologies have been underway in the Minneapolis school district in recent years through activities such as:

- . In-service training
- . Coordination with outside agencies and districts
- . Selection and review of hardware/software,
- . Consultation/offering advice
- . Curriculum development

The commitment to continue these efforts and to move forward can be fulfilled by pursuit of the objectives and strategies described in the Action Plan items found in this section and in the section on "The Organization of Resources."

Action Plan

Centralizing Curriculum Development

Centralize curriculum development. Curriculum goals and objectives, scope and sequence, learning materials, expectation levels of students and measurements of achievement will be district-wide and will be obligatory at the building level through the direction of line superintendents.

In order to guarantee basic skills achievement, the school district must first be able to state its expectations with quantified standards. The basic skills are taught in every subject matter area and are thus interdisciplinary in their nature. Examples of specific learning objectives in each curriculum area related to the first four basic skill outcomes are shown in Appendix 2. Each example describes one among many objectives within the content-oriented learning sequence. The tables are presented to emphasize the interdisciplinary nature of basic skill learning. The basic skills, including "reading, writing and arithmetic," are achieved through study and application in every curriculum area.

K-12 curriculum objectives are being developed/revised in every subject matter area as they relate to these basic skill outcomes. The development of objectives for reading, writing and mathematics has been assigned top priority, and is being completed Spring 1982. The development of

objectives in other subject matter areas will be completed Spring 1984. Objectives for citizenship skills, to be completed Spring 1983, are the topic of another Action Plan item.

Every school building will be expected to achieve centrally-defined curriculum goals and objectives, although the school will not be limited in the way it uses learning materials nor in supplements to them.

The organization of curriculum services to provide centralized curriculum development is described in the section on "Organization of Resources."

Developing
"Benchmark Tests"

Expand the City-Wide Assessment Program through the development of "benchmark tests" to cover basic skill outcomes related to reading, writing and mathematics, and through the addition of norm-referenced tests.

The present K-12 program of city-wide assessment includes the following tests:

- . Grades 2-6: Norm-Referenced Reading Comprehensive Tests*
- . Grades 3, 6, 8, and 10: Mathematics Concepts and Computation Tests
- . Grades 7 and 8: Mathematics Criterion-Referenced Tests**
- . Grade 7: Junior High Diagnostic Social Studies Skills Tests (pre/post)
- . Grades 8-10: Language Arts Mechanics and Expression Tests
- . Grade 9: Science Laboratory Practice Examination
- . Grade 10: Basic Mathematical Knowledge Test

* A norm-referenced test is used to compare a student's achievement with that of some other defined group (i.e., Minneapolis sixth grade students, sixth grade students at a particular school, or sixth grade students nationally who took the same test under essentially the same conditions). Publishers of standardized norm-referenced tests use exercises or test items that attempt to sample the concepts covered in the most widely used textbooks in the subject area, and the goals and objectives stated in various school system curricula. Individual school systems adopt, for their use, those national standardized norm-referenced tests that best sample the content they teach in the system.

** A criterion-referenced test shows individual mastery of a skill or understanding of a concept, and is normally related to a specific objective; i.e., every student should be able to add whole numbers in seventh grade. One then samples all the various addition problems which could test performance of the objectives. Results can be used by individual teachers to set up attainable objectives for the students in the class.

- . Grade 11 and 12 (not required): American College Test, Scholastic Aptitude Test, Preliminary Scholastic Aptitude Test, College Entrance Examination Board Achievement Tests, pre- and post-Test of Economic Literacy.

These tests are used at different levels for different purposes:

- . They assist in establishing curricular priorities within departments and schools.
- . They identify trends in achievement by groups of students for the public and school staff.
- . They compare the achievement of groups of students with others in the district and the nation.
- . They assist teachers in identifying students who need diagnostic testing or particular instructional emphasis.
- . They assist pupil progress reporting to parents.

The City-Wide Assessment Program will be expanded; directed by the City-Wide Committee on Evaluating Techniques, through the development of "benchmark tests" in reading, writing and mathematics.

"Benchmark tests" are locally developed criterion-referenced tests which are designed to measure acquisition of skills or competencies at a given point in time. The major purposes of these tests are:

- A. To assess the extent to which individual students show mastery of school district objectives; and
- B. To assess the extent to which the district is accomplishing its goals in the area of stated curriculum objectives.

The uses of benchmark tests will be as follows:

- A. To identify students who are not performing at expected standards and for whom curriculum interventions should be developed and implemented.
- B. To allocate resources to meet the needs of students who are not performing up to expected standards.
- C. To assist in developing and improving instructional programs for students.
- D. To provide parents with frequent reports of students' progress.
- E. To provide information needed to set job improvement targets for teachers.

It is recommended that benchmark tests be given annually in the Spring at every grade level. Additional forms of the tests will be developed to allow pre- and post-testing which will measure Fall-to-Spring growth.

Pilot tests in reading and mathematics will be implemented Spring 1982 in Grades 2, 4, 8, and 11; pilot tests in writing will be implemented Spring 1982 in Grades 3, 5, 7, 9, and 11. Piloting procedures which have been used with required norm-referenced tests will be followed. Standards for performance will be established after initial piloting in the Spring of 1982. Pilot tests in reading and mathematics in all other grades will be implemented in Spring 1983.

A task force consisting of principals, teachers and consultants in basic skill areas and representatives from compensatory programs will convene in June 1982 to continue study and research regarding the establishment of promotional gates for students not meeting expected standards. Data from Spring 1982 benchmark pilot testing and research from other sources will be reviewed in the process of establishing recommended levels for promotional gates. Options for promotional gates under consideration are levels where students change programs (K, 3, 6, 8, 10, 12) or developmental levels (K, 4, 8, 11). The task force will submit a recommendation to the Cabinet for consideration by the Board of Education by February 1, 1983. During the Fall of 1982, a Parents and Community Members' Advisory Committee will consider work done on the benchmark tests, intervention models, promotional gates and monitoring procedures.

Two norm-referenced tests will be added to the City-Wide Assessment Program:

1. An entry level test for use when students enter kindergarten so that entry level skills of students can be ascertained and recorded. This test will be piloted in the Fall of 1982 and implemented in the Fall of 1983.
2. A norm-referenced test of 11th grade students' skills in reading, language arts and mathematics will be piloted in Spring 1982, and recommended for implementation in Fall 1982.

Beginning Fall 1983, results on benchmark tests will be reported in the Minneapolis Schools' publication, Profiles of Performance, by race, sex and school. The testing program should result in improved system accountability for student achievement.

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08

TASKS, PERSONS RESPONSIBLE, AND TIMELINE FOR COMPLETION OF CRITERION-REFERENCED TESTS

28

Developing a Student Achievement Data System

Design and implement a student achievement data system. Accountability for achievement of basic skills requires development of a system-wide data-based management system for monitoring student progress.

A data-based management system stores and processes information. Information about student progress from the system will be reported to parents and students as well as used by teachers and administrators to improve instruction. Computer reports to parents would be supplemented by other forms of reporting, such as parent- teacher conferences.

Implementation of a data-based management system should be accompanied by procedures to monitor the accuracy, quality and relevance of information stored in the system. System design and procedures for use must also ensure that specific information is available only to those who are authorized to receive it.

Specific objectives and strategies to implement the data-based system are described in the following Action Plan items. The technological applications required to implement the system are described in the technology section under "The Organization of Resources."

Reporting by 1984

By Spring of 1984, include annual reporting of criterion-referenced benchmark test* data and norm-referenced test data in the data-based management system for use by district administration and teachers as well as for use in reporting to parents, students and community.

The strategy for implementing this objective is as follows:

1. By Spring of 1982, benchmark tests for reading, writing and mathematics will be developed and piloted at four grade levels.
2. By Spring of 1983, benchmark tests for reading, writing and mathematics in four grades will be administered and reported to parents, students, teachers and administrators by means of a computerized data-based management system.
3. By Spring of 1983, the above benchmark tests will be revised and additional benchmark tests in reading, writing and mathematics will be developed and piloted.
4. By Spring of 1984, all benchmark test data for reading, writing and mathematics will be administered and reported to parents, students, teachers and administrators by means of a computerized data-based management system.

5. By Spring of 1983, norm-referenced test data for reading and mathematics (in selected grades) will be reported to parents, students, teachers and administrators by means of a computerized data-based management system, including individualized computer reports.
6. By Spring of 1984, the remaining norm-referenced test data for reading and mathematics will be reported to parents, students, teachers and administrators by means of a computerized data-based management system, including individualized computer reports and other necessary information.

The majority of the data processing will be accomplished on the central computer containing the Minneapolis student data base, by the student system staff.

Reporting by
1985

By Spring 1985, establish in all Minneapolis Public Schools a data-based management system to include continuous assessment of student progress in established objectives in mathematics, reading, and writing. The system will provide virtually immediate turnaround of information to teachers to enable them to effectively manage instruction and provide frequent individual progress reports to students and parents.

The system will be established by a data-based management system committee, including classroom teachers, principals, technicians, and subject area specialists and/or consultants.

Instructional management includes:

- Test scoring
- Item analysis
- Frequency distribution
- Student profiles
- Class profiles
- Grouping for instruction

Progress reporting includes reports of:

- Mastery of objectives
- Grades
- Attendance
- Credits

The steps for implementation of the system are listed below. It is important to note that in order to assure successful implementation, Minneapolis Public School teachers and other staff must be involved from the beginning and at all levels of development. An extensive in-service program will be developed and district-wide goals and objectives will be used. The data-based management system will be initiated in mathematics, reading, and writing and it will be piloted at several sites (representative of the different segments of the Minneapolis Public Schools).

Phase 1 - Preparation

- 1981-82 - Step 1: Mathematics, reading and writing objectives will be revised/ developed under the direction of Mathematics and Language Arts Consultants.
- 1981-82 - Step 2: The parameters of the data-based management system will be established by data-based management system committee.
- 1981-84 - Step 3: Software (computer programs) will be selected or developed and hardware (equipment) will be identified.
- 1982-84 - Step 4: Mathematics, reading, and writing objectives and tests will be prepared for use on the computer under the direction of the Mathematics and Language Arts Consultants.

Phase 2 - Implementation

- 1982-83 - Step 1: Pilot sites will be identified.
- 1982-84 - Step 2: The staffs at the selected sites will be trained to use the management system and to properly interpret results.

Phase 3 - Evaluation

- 1981-84 - Step 1: The hardware and software will be evaluated.
- 1983-84 - Step 2: A process will be established which allows for teachers, principals and other school staff to evaluate the effects of the data-based management system on instruction and on student achievement and which allows for parents and students to evaluate the effectiveness of the data-based management system from their perspective.

Phase 4 - Expansion

- 1984-85 - If the piloted data-based management system is effective, a process will be established for implementation of the system in other sites and in other instructional areas.

Most of the data processing for this objective will be accomplished by microcomputers located in the schools. It is anticipated that there will be a communications link between the microcomputers and the central processor.

Reporting for
Secondary
Students

Monitor and report information on credits, grades and attendance for secondary students, using the data-based management system. These reports will be piloted 1982-83 and implemented city-wide 1983-84.

Reports to parents at the conclusion of each trimester will include:

- Credits earned that trimester in each course
- Total credits earned in each graduation requirement category
- Grades
- Grade point average
- Attendance record
- Credits needed to graduate in each specific category

The system will maintain a complete record of all credits and grades earned by Minneapolis students.

The quality of the credits will be maintained by the following procedures:

1. In order for a course to be offered for credit in Minneapolis, a course description, set of objectives, criteria for passing, and a list of learning materials and activities must be approved by the appropriate consultant.
2. When credit is granted, the teacher affirms that the student has met the criteria for satisfactory completion of the course.
3. The building principal is responsible for the authenticity of credits for students enrolled in the school.

The majority of the data processing for this objective will be accomplished on the central computer containing the Minneapolis student data base.

Defining
Achievement as
the Basic
Criterion for
Grade Promotion

Eliminate "social promotion" when it means that a student is advanced through the grade system without regard to his/her achievement of basic skills learning objectives. Apply promotional "gates" which will make achievement up to expectations at certain grade levels mandatory. Develop intervention strategies for students who are not achieving up to expectations.

The policy on retention of the Minneapolis Public Schools (#5310, revised 2/29/72) remains appropriate within the framework of commitment to the elimination of automatic grade promotion: "Children may be advanced academically at any time when the best interests of the child will be served. Pupils may be retained if the best interests of the

pupil would be served by this action. In every case, the school will give primary attention to providing the child with maximum educational opportunity." The purpose of education is to enable fuller participation in society. Opportunities for the academically illiterate are limited -- in voting, in finding employment, for self-esteem, for taking a world view of the events which are affecting them. In general, the best interests of the child will be served by requiring achievement as the basis for promotion. When a child becomes "stuck" at a level of development behind that of his/her peers, standards are needed so that failure can be admitted and the child helped to become "unstuck," regardless of his/her race or socio-economic background.

Addressing the needs of students who are not achieving up to expectations is an important component of the mission of the Minneapolis Public Schools. The following commitments will be made as the school district proceeds to develop policies and procedures for intervention and for promotion or retention of students.

1. Minneapolis objectives in reading, writing and mathematics for each grade level will be established city-wide. Expectation levels for achievement will be set for each grade level.
2. Benchmark tests keyed to objectives will be prepared for each grade level.
3. Instruction in all Minneapolis Schools will address the city-wide objectives as measured by the benchmark tests.
4. Individual schools will have flexibility to use various strategies to help students achieve the objectives.
5. Benchmark tests and other forms of assessment will provide early identification of needs.
6. Students and parents will be informed about needs, intervention strategies and student progress.
7. A data-based management system will be in place to provide information.
8. Resources will be directed to achievement of basic skills at the classroom level, at the school level and at the District level.
9. Resources will be equitably provided to students city-wide.
10. Local and supplementary service will be coordinated regardless of funding sources.
11. Achievement will be a shared responsibility of the schools, the students and the parents.

12. Benchmark test data will be used as primary information to be considered in decisions about promotion or retention.
13. In situations where students have received intervention and still do not achieve up to expectations, students will be retained. At certain specified levels, promotion or retention of students who do not achieve up to expectations will be decided according to a mandatory city-wide policy.

Benchmark tests will be used to help identify students who are not achieving up to expectations and to monitor their progress. However, additional information must be used for critical decisions, particularly in cases where observed student performance in class varies from the student's achievement on a benchmark test. For detailed diagnosis of specific student instructional needs, evaluation techniques that precisely measure student achievement on individual objectives will be used.

Instruction in all Minneapolis schools will address the city-wide objectives as measured by the Benchmark test. Expectation levels of achievement in reading and mathematics will be set for each grade level on a city-wide basis.

Parents. Achievement is a shared responsibility among the schools, the parents and the students. Therefore parents must be informed promptly when a significant discrepancy between grade level expectations and student achievement is identified. This information should be communicated both in writing and through conferences.

The school district should develop specific methods and materials for parents to enable them to help their children learn basic skills.

Students should be given virtually immediate feedback with respect to their achievement. Then they will gain satisfaction from their successes and they will be able to work on correcting their errors before the error patterns become fixed.

Teachers. Within the classrooms the teachers will use techniques designed to maximize achievement for all students. In particular, teachers and teacher teams will use intervention strategies to meet the needs of students who are not achieving up to expectations. Examples of such strategies include frequent assessment addressed to specific skills, use of supplementary learning materials and grouping of students for instruction in specific skills.

In order to improve their ability to provide both prevention and intervention measures within the classroom each teacher will need at least 20 hours of staff development.

Student achievement is largely based on effective teaching. Staff appraisal is an important component of system accountability. Job improvement targets for teachers will be developed based upon progress in student achievement demonstrated by the results of benchmark testing. The district's commitment to performance appraisal is expressed in the "Organization of Resources" section.

Additional Resources. Additional human and financial resources will be allocated to provide supplemental intervention for students most in need. These resources will be coordinated regardless of the funding source (local, Title I, etc.). Resources will be equitably provided to students city-wide, K-12. Individual schools will have the flexibility to use various strategies to help students achieve objectives. The school district will use results from national and local research and evaluation programs to identify the most cost-effective practices. Implementation will focus on these practices.

Examples of intervention strategies include use of tutors, aides or supplementary teachers (either in the classroom or in pull-out programs), lower student/teacher ratio, special learning materials and teaching techniques, staff development, parent involvement and additional time for basic skills instruction. It is essential that there be close communication between the supplementary and the regular programs and that the focus of the supplementary program be on helping students improve achievement as defined by the school district objectives.

Drop-out prevention programs are described in the section on "Programs to Fit Individual Needs." The district will coordinate grade level applications to synchronize drop-out programs and the programs of testing and intervention.

Summer School. Summer school can be an effective intervention strategy because the total remedial summer school program can focus on basic instruction without disrupting other educational activities. Summer school provides the opportunity for more time on the task of learning basic skills. Participation in summer school can be used as a condition for promotion for students who are achieving far below grade level expectations...if resources for providing a summer school program are available.

Promotional Gates. City-wide policy will make mandatory achievement up to expectations at certain grade levels. Options for promotional gates under consideration are levels where students change programs (K, 3, 6, 8, 10, 12) or developmental levels (K, 4, 8, 11).

Decisions on promotion or retention of individual students are the responsibility of the building principal. The principal will use the advice of the building's student

support team as well as the city-wide criteria for achievement in making the final decision. Although a student's physical, psychological and sociological needs must be considered, achievement will be the primary basis for promotion.

Transition Programs. Students who are retained at promotional gates will be served through intervention strategies to be developed by staff and reviewed by the Board of Education Spring 1983. The strategies will focus on improving basic skills achievement, using supplementary personnel and the best teaching strategies and supplementary materials and equipment available. The purpose of the transitional program will be to develop a student's competency so that he/she can move ahead in the grade organization.

Phasing In The Promotion/Retention Policy. Staff development should begin during the latter half of the 1982-83 school year and continue through 1985-86. Retention after kindergarten can begin after the 1982-83 school year with the implementation of the K-1 transition program in 1983-84. Implementation of retention at other promotional gates can begin at the conclusion of the 1984-85 school year. Then the ensuing transition programs would begin in 1985-86. This time frame would allow opportunities for identification and intervention during the 1983-84 and 1984-85 school years.

This Action Plan item can be implemented only if children attend school. Teachers cannot be held accountable for the achievement of children who are absent. Parents must be held accountable for getting their children to school. Strict enforcement of attendance policies is required to accompany this policy. Any publication of test results should be accompanied by a profile of student attendance in the class or school.

The policy must be adapted by the Special Education Department as it is applied to students who are defined as disabled/handicapped. The fact that every special education student has an Individual Educational Program (IEP) based on the individual's needs assumes that when the IEP objectives are met, the school district's standards for that individual are also met.

The reporting system implemented as a data-based management system will provide student profiles adequate to maintain an ongoing picture of individual strengths and weaknesses. In itself, the system will provide the information needed to locate at an early age the children who are "stuck" and to provide intervention in time to avoid, where possible, retention in grade.

Reducing Class
Size

Consider reducing class size in grades 1-3 from a present average of 28.

The Board of Education has requested consideration by staff of the cost-effectiveness of reducing class size in the primary grades. Assuming 8,000 students in grades 1-3, and a present average class size of 28, the number of additional teachers and annual increase in salary cost required for reducing class size would be:

<u>Class Size</u>	<u>Teachers</u>	<u>Salary Cost</u>
27	+ 10	\$150,000
26	+ 22	\$330,000
25	+ 34	\$510,000
22	+ 70	\$1,050,000
20	+114	\$1,710,000
15	+247	\$3,705,000

A major objective of the Board of Education is to attract children of young families in Minneapolis to the public school system.

The Board should consider the obvious public relations advantage of reducing class size in the primary grades against the need for additional intervention strategies for students who are not meeting expectations on benchmark tests.

Defining
Citizenship
Skills

Develop city-wide objectives for citizenship education which will encourage by Spring 1983 individual responsibility and teach citizenship skills that transfer from school to the community. Citizenship skills are those which enable a person to understand, respect, protect, exercise and promote the rights and responsibilities of a contributing member in a democratic society.

Emphasis has been placed to date on objectives and assessment related to communications, math and problem-solving skills. These would provide the basis for decisions regarding intervention and promotion/retention. The Board of Education, however, is also concerned about the development of citizenship skills. The curriculum staff will work on definition of citizenship skill objectives and assessment 1982-83.

Citizenship education has three parts. In sequence, they move the student from behavior controlled by the teacher to behavior controlled by the student.

Part 1. Student deportment in the school.

Part 2. Knowledge and understanding of the principles on which our nation was founded and the way the government functions.

Part 3. Respect for diversity and concern for the rights of others.

Student deportment in school includes characteristics such as the following:

- . arriving on time
- . coming to class with appropriate supplies and materials
- . completing assignments on time
- . respecting the rights and opinions of others
- . contributing to the good of the class and the school.

Knowledge and understanding of the principles on which the U.S. was founded and the way government functions include learning about the Constitution, the Bill of Rights, and other elements of our democratic heritage.

Respect for diversity and concern for the rights of others includes knowledge about the contributions to our culture made by persons of various ethnic backgrounds and of both sexes and includes a commitment to strengthen equal opportunity for all.

Where is citizenship education taught? Part 1 is encouraged by every classroom teacher. Part 2 is taught in social studies classes, especially those in U.S. history and government. Part 3 is interdisciplinary and is taught in English, social studies, science, music and art classes, among others.

How is citizenship education evaluated? Part 1 achievement is now evaluated subjectively by classroom teachers through the citizenship grade on the progress report form. City-wide standards must be made clear. Part 2 is presently evaluated through social studies classes. A city-wide test for knowledge of content in American history and government needs to be developed. Part 3 achievement is now evaluated subjectively by the school staff. There are some paper and pencil tests currently in use in some buildings, and various student activities which are applicable. Again, city-wide guidance is needed to foster and assess learning through a sequence of educational activities.

Through the Curriculum Coordinating Council (described in the section on "Organization of Resources"), curriculum objectives, learning materials, activity guides and assessment measures will be developed 1982-83 for citizenship education.

Achieving
Technological
Literacy

Provide technological literacy training for all students by
1986-87.

The school district must develop a curriculum of learning experiences to assure technical literacy for students. Before graduation from high school, every student should:

1. Understand how common technology functions (from radios, calculators to video diskettes, satellite TV and computers).
2. Know how to find out how to operate technological devices (i.e., video recorder, computer, audio recorder, etc.).
3. Experience, in a "hands-on" sense, technological devices.
4. Understand the changing nature of technology..
 - .. its historical development
 - .. the causes of development
 - .. its rapidly changing nature
 - .. its future
5. Understand the impact on society and individuals..
 - .. discriminate and make decisions regarding the use of ever-increasing and changing data
 - .. be aware of the changes brought about by technology and learn to live with them
 - .. know how to gain access to information
 - .. develop a sense of moral and ethical use of technology
6. Achieve a comfort level which will reduce the mystique and anxiety about technology involved in living in a high tech world.
7. Communicate regarding the use and function of technology
 - .. know and use the vocabulary
 - .. use technology for communication
 - .. know when to use technology
 - .. know what technology can and cannot do
8. Understand the capacity of technology for use of information/data management.
9. Be aware of the ever-expanding career opportunities afforded by technology.

The process used to provide technological literacy for students is as follows:

1. Components of a computer literacy "course" will be appropriately infused within the K-12 experience as natural inserts to the "regular" curriculum.

2. Delivery of the literacy "course" would be via regular classroom teachers at K-6, and by appropriate secondary teachers in each subject area.
3. Performance evaluation would be made at the 11th grade level via a "basic computer literacy" test, backed up with a trimester course for students not demonstrating "basic computer literacy."
4. Components of media literacy would be provided via media curriculum covering use of materials and equipment.
5. Delivery of the media curriculum would be via regular classroom teachers and media specialists.
6. Performance evaluation would be monitored by means of the State Department of Education's "Some Essential Learner Outcomes," and student products such as a video production.

Before being able to guarantee technological literacy for students, however, the district must first:

- a) Provide district-wide media technology services;
- b) Provide district-wide instructional computer services;
- c) Provide technological leadership through a building technologist at each school site; and
- d) Achieve technological literacy for all staff.

Further consideration of these elements is offered in the section on "The Organization of Resources."

Defining
Objectives in
All Subject Areas

Define student learning objectives in all subject matter areas as they relate to basic skills outcomes.

As exemplified in Appendix 2, K-12 curriculum objectives are being developed/revised in every subject matter area as they relate to the five basic skill outcomes. Basic skill outcomes are interdisciplinary. Listening is taught in Music and Modern Languages as well as in Language Arts, for example. Reading and writing are taught in every subject matter area.

Figure 5 presents the timeline for determining objectives and assessment procedures in every subject matter area to complete the interdisciplinary picture of basic skill learning.

Figure 5. Timeline For Determining Student Learning Objectives
Related to Basic Skills Outcomes

<u>Outcomes</u>	<u>Target for Completion</u>	<u>Assessment Procedures Established</u>
1. Math, Reading, Writing	1981-82	SY 1981-82
2. Other language arts (speaking, listening, viewing, literature, oral language), Social Studies, Science, Modern Languages	1982-83	SY 1983-84
3. Home Ec., Industrial Arts, Bus. Ed.	1982-83	SY 1982-83
4. Art, Music, Phy. Ed./Health	1983-84	SY 1983-84

PROGRAMS TO MEET DEVELOPMENTAL NEEDS

Sense of Direction

Matching educational services to each of the developmental stages of learning is an overall curriculum goal for the Minneapolis Public Schools.

The Minneapolis Public Schools provide educational services "from birth to death." Each portion of the educational program should be appropriate to the developmental stage of the age group served during the course of life-long learning.

Extensive literature regarding intellectual, social and physical development from birth through the age of maturity is available. In Figure 6, a summary chart briefly describes the relationships between developmental needs and the educational program.

"Human development is sequential and predictable, but no two people move through the sequence at the same pace." It is important that educational services are flexibly adjusted to the individual student's pace as well as designed to match up with the developmental needs of each age group.

Infancy and Early Childhood. The Minneapolis Public Schools will support the community's efforts to acquire the resources necessary for adequate early child care and education, will seek linkages with child care providers, and will address the need for appropriate coordinated programs as resources are made available.

Following 15 years of gradual decline, the number of births to Minneapolis residents has increased during the past four years. This increase has led to a shortage of child care because social and economic patterns result in both parents working in two-parent households, and in an expanding percentage of single-working-parent households.

Sociological change has also resulted in the need for parent support systems, in the absence of an extended family unit to support the parent during the first years of parenthood.

The Minneapolis Public Schools are already involved in offering some pre-kindergarten programs. Classes funded by the Minnesota Council on Quality Education and the Adult Education Program are located in four schools. They are open to any family with a child from age 0 to 5 years and concentrate on parent education about child development. A program at another location serves school-age mothers and their children, concentrating on both parenting education and on child care to allow mothers to attend classes. Special education programs at two schools meet state mandates by caring for preschoolers who are handicapped, including hearing-impaired toddlers. Child care programs are also offered on a fee basis through Community Education.

It would be appropriate for the state to consider expanding public school programs to include early childhood education on a broader scale, in light of the developmental needs of early childhood.

Certainly the learning that occurs during these years is crucial to the development of the child. After reviewing more than 1,000 research studies, the child development specialist, Benjamin Bloom, concluded that an individual develops 50 percent or more of his/her intelligence from conception to age 4 and another 30 percent between ages 4 and 8. The Minnesota Governor's Task Force on Educational Policy has recently stated that early childhood family education programs should consider preventive education as valuable as preventive health care. "Proper early childhood education expenditures ought to lessen the need for remedial education and remedial human services thus forming a greater realization of human potential and savings to taxpayers."

The City of Minneapolis has taken a firm stand on the need for additional state and federal resources to supplement private support of child care services. Because the quality of child care is so critical to readiness for later learning, the Minneapolis Public Schools will offer support to community efforts directed toward resource development. The district will also seek linkages between the child care providers and the public schools, and will consider development of coordinated child care and child education programs as resources are made available.

Later Childhood. The school district will develop a process to achieve accountability for the allocation of classroom time in the elementary school program in order to assure both a balanced program and adequate time on task to achieve basic skill outcomes. Before-and after-school Latch Key programs will be offered, based on an annual assessment of parent need.

The purpose of the guide to time allocation is to assure balance in the elementary program. Elementary children are in need of a broad array of content during their formative years and specialization limits their exposure to a variety of disciplines. Over one-half of the allotted time would be used for reading, language arts and arithmetic in the primary grades, but room would be given for application of the basic skills in other content areas. All of the subject matter presented will be geared to the curriculum objectives described in the section on "Guaranteeing the Basic School and Life Skills."

Latch Key is a program that offers affordable day care for elementary school children of working and student parents within the school setting. The initiation of the Latch Key program was basically a response to changing

family and socio-economic patterns. Nine years ago, the trend toward more single and working parents spurred the beginning phases of the Latch Key program. An Action Plan item addresses the need for expansion of this program.

Early Adolescence. The Minneapolis Schools will design and implement appropriate programs to improve the system's ability to meet the special needs of early adolescents.

Characteristics of emerging adolescents are described in detail in the Grade Organization Discussion Package, with regard to emotional development, social development, physical development and intellectual development. Brief mention of their special needs is also made in Figure 6. There is no time more critical to the future direction of an individual than this period when students begin to identify with a group and learn how to function independent of their families.

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The adolescent's behavior tends to alienate adults at the same time that he/she needs affection and is establishing a pattern of personal values. It is during this difficult time that most students need a unique program which will help them move easily from elementary to junior high school. Instead, however, less attention has been given to the junior high school program than to either the elementary or high school programs. The middle years have been caught in the middle.

Whatever the grade organization, the special needs of this age group must be addressed. They include the need for "a sense of belonging," close relationships with stable adult role models, access to programs concentrating on the basic skills, and access to a range of elective options.

Later Adolescence. Each comprehensive high school should offer a program which will assure adequate preparation for higher education or entry-level employment.

Most children move into later adolescence in the ninth grade year. They still need to belong, but they make deliberate choices about which group to join and then conform behavior to that peer group. They begin to find out who they are. They need a comprehensive educational program in order to explore a variety of avenues to make choices, and to thereby develop a sense of self-esteem.

Procedures for determining high school course offerings and student course selection must recognize that the district's top priority is individual achievement of the basic skill outcomes. The school principal and staff will be responsible for providing an approved sequence of course offerings and for assuring that students actually take those classes which will meet their individual needs. Descriptions of course offerings should demonstrate their relationship to learning outcomes. Attention will be given to making all courses and classes challenging with no relaxation of standards. High expectations for all students are essential to effective schooling.

A specific K-12 grade organization is less important than are continuity of basic skills instruction and an appropriate program for students during the transitional years of early adolescence. The Five-Year Plan will, however, focus on two preferred grade organizations: k-6, 7-8, 9-12; and K-8, 9-12.

There are strengths and weaknesses identified in the literature for every grade organization. Some of the literature says that it doesn't matter what configuration is used. What does matter is continuity throughout the K-12 program in student achievement of the basic school and life skills. It is also important to group together students in the same developmental stage to the greatest degree possible, in order to provide a program which will suit developmental needs. This suggests grouping of 9th through 12th graders, in their later adolescence; of 7th and 8th graders, in early adolescence; and of K-6 students, in later childhood.

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K-6, 7-8, 9-12, the most typical pattern now in Minneapolis, appears to offer a broad variety of course options to early adolescents and to maintain the bulk of early adolescents in a separate program.

K-8, 9-12 allows nine years in a continuous program where teachers can follow individual development and students can interact in cross-age groups.

The district will focus on these two grade organizations during the five-year planning period.

The state's high school credit requirements now apply only to grades 10-12, whereas clock-hour allocations to subject-matter assignments are required for the ninth grade which Minnesota treats as part of the junior high school. High school credit requirements will be defined for a four-year 9-12 high school program in Minneapolis, to match up with the grade organization of a comprehensive 9-12 high school.

Adulthood. Public school programs offered by Community Education and Adult Vocational Education should be designed to meet the changing needs of the Minneapolis community, but should not be allowed to draw from the resources supporting the K-12 program. Where appropriate, adult and K-12 programs should be meshed.

Both the Departments of Vocational Education and of Community Education work with public and private agencies outside of the school system to design educational programs which are adaptive to changing community needs. Besides offering regular courses in Career and Vocational Education K-12 and work-study courses grades 7-12, Vocational Education operates: four sites for reentry of high school dropouts into vocational education programs, one site for reentry of solo parents, 40 programs in the Minneapolis Technical Institute, and vocational training programs for adults in 52 locations. The programs work to bridge the gap between school and work with the aid of advisory committees from the business, labor, and industrial community to develop appropriate curriculum.

The Community Education programs are operated on the basis of supply and demand, separate from the general revenue budget in most instances. When requests come from the community to establish a community education center or program, the Department conducts a need assessment and then allocates a community school coordinator or program operator if the program appears to be vital to the community.

Thirty-four elementary schools in Minneapolis operate as community education centers and ten secondary schools are community schools. Adult education classes of all kinds flourish in the centers with offerings including adult basic education, high school completion classes, English as a second language and hundreds of avocational and special interest offerings.

In addition to adult classes, some community schools provide child care centers and preschool programming, youth and adolescent classes and recreational programs, health clinics and meal programs, senior citizen clubs and programs, and a community involvement process to tie the programs together.

Figure 6 showed the educational needs of adults from early to late adulthood and maturity. Community and Vocational Education programs appear to meet the needs of a community with an increasing percentage of adults, of singles and of senior citizens. It is important that their clients identify these services with the Minneapolis Public Schools and see that they are indeed part of the public school-community.

6.5

Action Plan

Providing Early Childhood and Family Education Programs

Seek the resources to provide one parenting/early childhood program in each of the three geographic subdivisions of the school district.

With financial support from the Minnesota Council for Quality Education and the Minneapolis Schools Department of Vocational Education, Adult Division, four outstanding parenting/early childhood programs have been provided by the Minneapolis Public Schools: the VIP (Very Important People) family education program; the Powderhorn Parent Program; the Parent Puzzle; and Interact.

Declining funds from the state will probably force a cutback on these programs. They should be consolidated so that quality can be maintained. Three programs should be maintained, one in each of the elementary school subdivisions. Partnerships with the Departments of Vocational Education and Community Education should be pursued in order to provide no-cost-to-the-district programs.

In addition, the Mother and Infant Care Education (MICE) programs, Pregnant Adolescent (PACE) program, and Special Education programs for preschool handicapped children will be maintained to the degree that resources are available.

Developing Linkages with Child Care Providers

Assign to one staff person the responsibility for developing linkages with child care providers, in order to cause parents who now send students to the nonpublic schools to send them to public schools.

During the past 20 years, only one-half of the children born to Minneapolis residents have entered first grade in the public school system six years later. Some portion of the attrition is connected with perceptions about the quality of education in the Minneapolis Public Schools.

The staff person who acts as liaison with the child care community would have multiple tasks: 1) informing parents of preschoolers about the Minneapolis Public Schools, including the system's program options; 2) contacting parents whose children may require services in the preschool programs for the handicapped; and 3) identifying child care providers who may wish to lease space in Minneapolis schools.

It is likely that the expenditures for a staff liaison would result in revenues through increased foundation aid more than equal to his/her financial support.

Pursuing Funding
for a Pilot
Model of a Full-
Day Kindergarten

Pursue state funding support for a full-day kindergarten
program for students who are ready for or in special need
of a full-day kindergarten.

The Minneapolis Public Schools initiated a kindergarten program long before the State of Minnesota mandated kindergarten in the 1960s. The present half-day kindergarten schedule presents problems for working parents who must find another form of child care for the remainder of the day, and for the school's transportation system.

A full-day kindergarten may be appropriate in some locations and for some children whose developmental needs dictate a longer kindergarten experience. The district should pursue funding for a model full-day kindergarten program. All students would begin by attending a half-day session with one teacher. The added half-day would consist of group instruction for the first 12 weeks. Groups would number 12-15 students at one time, where the social, emotional and academic needs of each child would be identified. During weeks 13-18, most students could be incorporated into the classes. Sessions would be organized to give much needed help to those identified as needing special assistance. Those students ready for more advanced work could be grouped with other kindergarten rooms or first grades to learn at a more accelerated pace.

Some students may not be ready for a full day of kindergarten. These students may be incorporated at a later date. The purpose of the model program would be to better meet the needs of kindergarten students and to better prepare them for the school years to come.

Assuring a
Balanced Elemen-
tary School
Curriculum

Assign responsibility to principals for ensuring that
teachers understand and comply with the "Guidelines for the
Elementary Schools Program."

Through the City-Wide Advisory Committee (CWAC), Minneapolis teachers have recommended the following allocations of time to each of the subject areas, in blocks of time spread over a week:

	Minutes per week in	
	grades 1-3	grades 4-6
LANGUAGE ARTS		
Reading, including literature and personal reading	500	300
Oral and written expression including skills of language, handwriting and spelling	250	300

	Minutes per week in	
	grades 1-3	grades 4-6
MATHEMATICS	200	300
UNSTRUCTURED TIME		
Planning, discussion, etc.	65	60
ART	100	120
MUSIC	75	60
PHYSICAL ACTIVITIES		
Physical education and recess	225	225
HEALTH AND SAFETY	60	60
Alternating Subjects, experiences in -		
SOCIAL STUDIES		
for the equivalent of 18 weeks	250	300
SCIENCE		
for the equivalent of 18 weeks	250	300
Elementary School Experiences Total Time:	1725 minutes/week	

For the half-day kindergarten program, the following allocation of time was recommended:

1/3 time - Learning Activities	1/3 time - Expressional Activities	1/3 time - Social Activities
. Social Studies	. Construction Activities	. Singing
. Science	. Using Learning Materials and Games	. Rhythms
. Health and Safety	. Dramatic Play	. Fingerplays
. Mathematics	. Evaluation Discussions	. Dramatizations
. Language Arts		. Storytime
		. Games
		. Rest and milk breaks

CWAC submitted the guidelines with the reminder that all subject areas are interrelated and that there should be emphasis on both cognitive and affective modes of learning. Time allocations may include crossovers between curriculum areas: reading, oral and written expression in social studies or science; mathematics in physical education, science, music, art, etc.

The members of the Minneapolis Elementary School Principals Association have unanimously endorsed application of these guidelines. "As instructional leaders, principals are responsible for ensuring that staffs understand and comply with the curriculum guidelines, while recognizing the

importance of supporting a diversity of learning and teaching styles." The recommended blocks of time may be divided equally for a consistent, daily schedule, or they may be used flexibly throughout the week. The way in which time is used may vary with the particular alternative program and/or teacher.

Expanding Latch
Key Programs

Assess annually the need for Latch Key care and expand the size of the program accordingly.

Operated by the Department of Community Education, Latch Key has worked within the schools to offer services which complement the school experience for a growing number of Minneapolis elementary school children. During 1980-81, the program served 1,750 children, in comparison to 633 five years ago. Participation of these children in before- and after-school programs permits their parents to work by allowing them access to an affordable, reliable child care resource.

Indications are that the Latch Key programs will continue to grow. Three additional programs were initiated 1981-82. By 1986, approximately 19,528 K-6 children will be enrolled in the Minneapolis Public Schools. Latch Key will likely be serving approximately 3,000 of those children. This figure represents approximately 14 percent of the elementary children enrolled in the public schools. Where possible, spaces will be provided in elementary schools for Latch Key programs, which are supported by user fees.

Providing an
Appropriate
Junior High
School Program

Provide a junior high school program in grades 7-8 which provides common curriculum experiences to all students reflecting the unique developmental needs of the adolescent.

Course requirements which satisfy state requirements for the junior high student will be met in all 7-8 grade centers. These include:

English -- Two years, grade 7 and grade 8. This curriculum will have three major components: composition (expository and creative writing, including mechanics, usage, grammar, and spelling); literature (critical analysis, response, literary heritage and reading/study skills); and language study, speech and media (oral communication, critical listening and viewing, etc.). These skills will be taught through the use of thematic/topical units developed for each grade.

Mathematics -- Two years, grade 7 and grade 8. Three levels of courses will be offered at each grade level: basic, regular, and enriched. Eighth grade students who have mastered the Minneapolis K-8 math objectives may take elementary algebra.

Geography -- One year, grade 7. Physical and cultural geography of the eastern hemisphere, emphasizing map skills.

U.S. History -- One year, grade 8. A chronological narrative of great events, persons and movements in the development of the nation.

Life Sciences -- One-half year, grade 7. Study of plants and animals through laboratory activities.

Earth Sciences -- One-half year, grade 8. Topics in geology, meteorology and astronomy, including use of instruments in each area.

Physical Education and Health -- One-half year, grade 7. Focus on adolescent growth and developmental changes, lifestyle management, rules and basic skills related to various team sports.

Physical Education -- One-half year, grade 8. Continued emphasis on team sports, physical fitness and a limited number of individual sport activities. Developmental/adapted physical education will be provided for students who cannot physically function with success in a regular class.

Industrial Art/Home Economics -- One year, grade 7 or 8. In Industrial Arts, the course involves problem-solving experiences taken from the drafting, graphic arts and wood technology areas. In Home Economics, the general homemaking course focuses on food and nutrition, clothing fundamentals, care of children, awareness of self and maintenance of one's living space.

Music (Vocal or Instrumental) -- One-half year, grade 7 or 8. The choice is offered of a general music course, beginning or intermediate band, seventh or eighth grade choir.

Art -- One-half year, grade 7 or 8. Focusing on techniques and media including design, drawing, painting and printmaking.

During the two-year experience, four semester courses will be taken as electives from the following subject areas:

Modern Languages (French or Spanish)
Reading
Music
Art
Home Economics
Industrial Arts
Typing

These are the minimum offerings. German and other electives may be offered, based on interest. Some courses such as Music, Art, etc., may be offered ungraded at some schools as either the required or elective subjects.

Cocurricular opportunities for junior high school students will include: basketball, track and soccer for boys and girls, and a minimum of three club/group activities at each school (chess, language, computer, drama, cross-country skiing, newspaper, etc.).

The Minneapolis Public Schools are committed to designing and implementing appropriate programs to improve the system's ability to meet the special needs of early adolescents. During the 1982-83 school year, the Alternatives Task Force (described in the section on "Programs to Fit Individual Needs and Values") will be given whatever resources they need to explore program options for junior high school students.

A special effort to implement a pilot advisor-advisee program (mentioned in the section on "The Learning Environment"), drop-out prevention programs and programs for the gifted/talented (mentioned in the section on "Programs to Fit Individual Needs"), peer support programs, and teaming of both teachers and students are needed in the transitional program for early adolescents.

Defining High School Graduation Requirements

Require a minimum of 60 trimester credits for graduation from a Minneapolis grade 9-12 high school, beginning with the class graduating 1984.

The total minimum number of trimester credits required for graduation will include the following:

- . English -- 12 trimesters
- . Social Studies -- 12 trimesters (3 in American History and 3 must be in 12th grade and include social problems)
- . Mathematics -- 3 trimesters in grade 9 and 3 trimesters during grades 10-12
- . Science -- 2 trimesters in grade 9 and 3 trimesters during grades 10-12
- . Physical Education -- 2 trimesters in grade 9 and 2 trimesters in grade 10
- . Health Education -- 1 trimester in grade 9 and 1 trimester in grade 11
- . Elective Courses -- 19 trimesters, grades 9-12

Providing a Comprehensive High School Program

Guarantee equity among Minneapolis high schools by providing a comprehensive core curriculum in every senior high school. Beyond the minimum course offerings which will be common to all high schools, each school will offer expanded, desirable course offerings developed on the basis of student interest, schedules and staffing.

Each of the high schools in Minneapolis will be a comprehensive high school, providing adequate preparation for higher education or entry-level employment. Equity in the basic course offerings is the goal. Students and parents can expect to find those courses listed as "minimum offerings" in every high school location. The minimum course offerings will provide the core or nucleus of the student's high school experience. These courses will provide the skills and knowledge that serve as prerequisites for advanced and higher level courses.

Beyond these common, minimum courses, all high schools will offer additional courses which allow for greater depth in subject areas, respond to the interests and needs of students, and expand the scope of offerings in each location. These are identified as the expanded, desirable course offerings. They would be the electives which students choose to help round out their high school experience.

The minimum course offerings will include the following:

- . Art: Painting I, Open Studio, Drawing and Expression I, Art Design I, Ceramics Pottery I, Sculpture I.
- . Business Education: Typewriting, Accounting, Consumer Education I, Office Systems.
- . Driver and Traffic Safety Education: Classroom Phase and Simulation Phase.
- . Health: Ninth grade Health Education, 11th grade Health Education.
- . Home Economics: Family Life I, Child Development I, Consumer Foods I, II and III, Housing I, Consumer Clothing I, II and III, Consumer Education I.
- . Industrial Education: Small Engine Repair I or Automotive Systems I, Wood Technology I, II and III, Machining and Tooling Metals I, II and III or Basic Welding, Electricity I and Electronics I or Architectural Drafting I and Mechanical Drafting I.
- . Language Arts: Grades 9 and 10 English (literature, composition, oral communication, critical viewing and listening skills, growth in reading and study skills), Grade 11 English (American Literature, composition, study of oral communication, speaking and listening), Grade 12 English selected from electives to meet the post-high school plans of the student.

- . Mathematics: Elementary Algebra, General Math, Geometry, Advanced Algebra, Algebra/Trigonometry, Math Analysis, Calculus, Computer Math, Discovery Math, Junior Math, and Senior Math.
- . Modern Languages: French I and II, Spanish I and II.
- . Music: Prep Band, Varsity Band, Concert Band, Prep Choir, Varsity Choir, Concert Choir, Theory.
- . Physical Education: Grade 9 and 10 Physical Education (Lifetime sports), Developmental/Adapted Physical Education, Team Sports I and II, Physical Fitness, Individual Sports I and II, Physical Education Leadership.
- . Science: Physical Science, Special Materials Biology, Biology I, II, and III or Biological Science Curriculum Studies, Science and Society I, II and III, Chemistry I, II and III, Physics I, II and III or Harvard Project Physics I, II and III.
- . Social Studies: Grade 9 Civics, Grade 10 World Studies, Grade 11 U.S. History, Grade 12 U.S. Government, Economics, Social Problems. Social Problems elective selected from Anthropology, Law Education, Philosophy, Psychology, Sociology, Street Law, and World Geography.

The following expanded, desirable course offerings are suggested for consideration by individual schools:

- . Art: Jewelry, Crafts, Design-Printmaking, Ceramics/Pottery II and III, Sculpture II and III.
- . Business Education: Consumer Education II and III, Personal Business Recordkeeping, Business Recordkeeping Systems and Procedures, Office Machines, Applied Office Procedures, Business Law and the Consumer, Business Ownership and the Law, Contracts and the Law, Business Organization and Management, Shorthand, Business English, Cashier-Checker, Salesmanship, Display and Promotion, Advertising, Sales and Marketing, Office Education, Cooperative Office On-the-Job Training, Trade and Industry Seminar, Trade and Industry On-the-Job Training, Work Experience.
- . Health: Close Encounters of the Human Kind
- . Home Economics: Child Development II and III, Family Life II and III, Advanced Consumer Foods, Housing II and III, Consumer Education II and III, Advanced Consumer Clothing I and II.

- . Industrial Education: Small Engine Repair II, Automotive System II and III, Auto Tune-Up I, Auto Body Repair I, Exploratory Woods, Introduction to the Building Trades, Introduction to Metals, Sheet Metal I, Introduction to Energy, Home Wiring, Electronics II, Mechanical Drafting II and III, Introduction to Graphic Arts, Graphic Arts I, II and III, Basic Photography.
- . Language Arts: Remedial Reading, Developmental Reading, Speech, Journalism, World Literature, Shakespeare, Modern Literature, British Literature, Speech, Debate, Language Study, Humanities, Advanced Placement English.
- . Mathematics: Math Concepts, Informal Geometry, Trigonometry, Probability and Statistics, Computer Math (advanced programming and computer projects).
- . Modern Languages: French III, IV and V; German I, II, III, IV, and V; Spanish III, IV and V.
- . Music: Computer Enhanced Music Education, Instrumental Ensemble, Vocal Ensemble, Orchestra, Musical Theater Production.
- . Science: Second Year Biology, Bacteriology, Meteorology, Astronomy, Animal Behavior, Botany, Physical Science (special materials), Chemistry (special materials), Advanced Chemistry, Computer Science.
- . Social Studies: Guidelines will be developed for independent study projects.

An important part of high school life extends beyond the classroom to opportunities in cocurricular activities. These activities promote social relationships with other students and opportunities to experience healthy competition and to develop and extend special interests for life-long enjoyment. Senior high opportunities will include the following in every comprehensive high school:

- . Athletics for boys and girls: Basketball, Cross-Country, Golf, Cross-Country Skiing, Soccer, Swimming, Tennis, Track and Field
- . Sports for boys: Baseball, Football, Hockey, Wrestling
- . Sports for girls: Softball, Badminton, Gymnastics, Volleyball
- . Other activities: Debate, Math League, Student Council, Newspaper, School Play, Yearbook, Stage Crew, and Language Club. Other activities will be added depending on student and community interest.

The need to actively counsel students in their selection of high school programs and course offerings has been stressed by the Board of Education. The topic is addressed under "Programs to Fit Individual Needs."

Locating Magnet Schools

Locate Magnet Programs in some senior high schools which provide specialized courses and activities beyond the comprehensive program and are open to enrollment by students city-wide.

Enrollment in a city-wide magnet school will make that school the student's home school. Enrollment will be open to students city-wide, subject to prerequisites identified for each program and to desegregation-integration guidelines.

Each magnet school will offer specialized curricula to match up with the student's developmental needs and individual interests, beyond the comprehensive program. The course offerings in magnet schools will be available to all of the students attending the comprehensive high school where the magnet program is located subject to completion of prerequisite course requirements. Similarly, students in the Magnet Program will complete regular course requirements in the comprehensive program in addition to participating in magnet school activities.

Seven Magnet Programs will be initiated Fall 1982. They may be expanded or reduced in size and number over the five-year period depending upon the number of students who volunteer to participate.

. Automotive Magnet at Roosevelt High School. This program will provide students with an opportunity to learn marketable skills by taking auto body repair and auto mechanics classes. The program also provides students with on-the-job training.

. Business and Service Occupations Magnet at Edison High School. This program will prepare students for service occupations in the Fashion and Apparel Arts, Restaurant Food Service, and Cosmetology; and for business occupations in Data Processing and Model Office/Word Processing. Again, on-the-job training will be available to supplement classroom experiences.

. Central Magnet at South High School. The Central Magnet will be a program designed to meet the needs of gifted, talented, and/or high potential students. The program will provide an enriched curriculum in English, History, Physics, Chemistry, Calculus, and in seven languages (Spanish, French, German, Russian, Chinese, Ojibwe, and Latin depending upon available staff). Program acceleration is an option for students, who will have opportunities for independent study, community involvement, and mentor arrangements.

. KBEM Radio Broadcasting Magnet at North High School. This program will provide opportunities for students to 1) explore radio broadcasting occupations, and 2) obtain entry-level skills that a radio broadcaster needs. The students join the staff of the Minneapolis Public School radio station, KBEM-FM, 88.5 FM.

. Science/Math/Technology Magnet (SUMMA TECH) at North High School. This program has been designed for students who want excellent preparation for higher education and an outstanding background for technology-related careers. The program will stress application of science and math concepts in a laboratory hands-on setting, with intensive use of computers, and a two-way relationship with high-tech industries in the Minneapolis area. Summa Tech is being planned in cooperation with Honeywell, Inc. Aside from providing a magnet program, it will offer a variety of staff development opportunities in science, math, and technology.

. Technical Occupations Magnet at North High School. This program will explore career options and teach marketable skills for occupations related to Closed Circuit TV, Commercial Photography, Electronics, Electro-Mechanical Technology, Industry Machine Repair, Drafting, Offset Printing, Radio-Sound Equipment Repair, Television Repair, Cabinetmaking, Welding, and Machining.

. Visual and Performing Arts Magnet at North High School. This program will provide an intensive study in the visual, theater, music and dance arts in order to allow students to develop their talents in specific fields and will stress an interdisciplinary approach that interrelates the arts and correlates them with academics. Enriched individual and small group course work will be available during an extended day, stressing enrichment through partnerships with the metropolitan area community.

Offering a
7-Period Day

Consider providing a seven-period day for junior and senior high school students who wish to increase their opportunity to take elective course offerings.

Course requirements will be such beginning 1982-83 that junior high school and senior high school students will find their ability to participate in electives to be restricted, particularly at the ninth grade level, if their course load is restricted to the usual six-period day in junior high schools and to five courses out of six periods in senior high schools. Subject to budget restrictions, the district should provide a seventh-period option for both junior and senior high school students.

A seventh period can be provided within the terms of the teachers' contract by staggering schedules so that several courses would be offered either at zero hour in the morning

or after the regular day. Assuming that 20 percent of the students were to opt for a seven-period day, the cost per year would amount to approximately \$680,000.

Providing Career
Development
Services

Provide career development and career assessment services for grades 9-12.

The Minneapolis Public Schools should assist students to identify their aptitudes, interests and capabilities, and to match them with appropriate educational program choices and career preparation requirements based on information about the job market. This assessment should be available to both regular and special education students in grades 9 through 12 and provide each participant with a plan to help them achieve their career goals.

To initiate the assessment services, special consideration should be given to the following:

1. The Minneapolis Public Schools should establish an ongoing committee structure designed to facilitate outreach, referral and coordination of career development and career assessment services for all students over age 14 within the district. The committee is to be comprised of representatives from curriculum, principals, Minneapolis Technical Institute, Minneapolis Community College, secondary vocational education, special education and the counseling staff.
2. The high school counselor's role should be reevaluated to determine the feasibility of involving counselors directly in the classroom as resource persons to provide career awareness activities and career assessment.
3. A separate course in Career Development should be instituted at the 12th grade level to assist students in the transition from secondary to post high school alternatives or employment. The course content and delivery system to be developed through the Curriculum Department and in cooperation with the advisory committee.
4. All secondary vocational education programs should integrate additional career awareness instruction which is directly related to skill development being taught.
5. A pilot interschool assessment center should be developed. The purpose of the proposed center would be to assist students in exploring or identifying career interests, abilities and aptitudes as such factors relate to the selection of realistic educational programs. An outcome of this assessment center would be to provide each participant with a career plan.

6. The assessment services should be available to all students, both regular and special education.

Expanding Competency-Based Post-Secondary Education

Continue to expand competency-based vocational education at the Minneapolis Technical Institute and assure integration with the secondary schools' vocational programs.

The Minneapolis Technical Institute offers competency-based training in marketable skills for both full-time students and Adult Vocational Education students. The training is offered through 40 programs within ten occupational clusters:

- | | |
|---------------------------------|-----------------------------|
| . Transportation | . Food Service |
| . Construction | . Sales & Marketing |
| . Manufacturing | . Nursing & Health Services |
| . Business & Office Occupations | . Graphic Communications |
| . Aviation | . Service Occupations |

The MTI should work with the Secondary Vocational Education staff to assure post-secondary advanced standing for students graduating from the vocational magnet programs in the Minneapolis schools. The two levels should also continue to correlate the competency-based training offered at MTI with that offered in the secondary programs.

The enrollment of full-time students at MTI has increased since the new Hennepin Avenue facility was opened in 1980. Over the five-year planning period, enrollment is expected to increase from 2,160 in 1982-83 to 2,813 in 1986-87 . . . based on the age composition of the community, the need for vocational training, and the MTI's reputation for quality education. During this period, the MTI will expand its efforts to develop short courses and custom programs in cooperation with local industry.

As described in the section on "Finance," state support for the MTI's Adult Vocational Education program is expected to diminish so that both programs will need to be self-sufficient by the end of the five-year period. Although the enrollment of full-time students at the MTI should increase despite possible increases in tuition, registrations in the Adult Vocational Education programs will probably diminish from a 1981-82 all-time high of 30,511 to an estimated 24,200 in 1986-87. Tuition increases caused by the loss of state aid will likely discourage low-income people from attending. The Department of Vocational Education is pursuing alternative funding so that low-income residents can continue vocational training without financial hardship.

Expanding Community Education Services for Adults

Continue to expand Community Education services for adult residents of Minneapolis, based on assessment of changing needs and supported by community partnerships.

The Department of Community Education offers educational programs and services to people of all ages. Programs are planned through Community Education and Community School Advisory Councils. Community partnerships are formed with other human service groups, public agencies, and the business and foundation community to support program activities.

Programs located throughout the city focus on public education for adults, English as a Second Language, adult education for a high school diploma and equivalency certificate, home improvement education, and general adult education. Lunch programs, health services, club activities, education classes and volunteer services are available for the senior population of Minneapolis.

In an ever-changing society, it is necessary for adults to cope with many situations for which they have no experience or skill. These range from changing occupations to aging, from parenting to home ownership, and include the need for recreation, personal enrichment and good health. To meet these needs, community education offers a wide variety of activities and classes. To be worthwhile, these services should be at the right place at the right time.

Past history has shown that although city population has decreased, adults are attending classes in lifelong learning activities in greater numbers. Fee-supported registrations in general adult education went up from 25,500 in 1976-77 to 33,803 in 1980-81. They are expected to increase further to 37,000 in 1984-85. Enrollment in Adult Basic/Continuing Education classes has experienced rapid growth during 1980-82 due primarily to the rapid immigration of Indochinese refugees. Although that immigration is slowing in 1982, the number of students served in these programs is expected to expand from 6,500 1981-82 to 8,500 in 1984-85.

Meeting the needs of seniors in the City of Minneapolis will become critically important during the next five years as the age 55+ group increases to 29 percent of the city population. The Community Education programs presently serve 1,200 seniors at 30 locations in the club programs and 1,610 in the general education programs. Future enrollment and the development of services will be based on Community Education's ability to assess the needs of seniors on a city-wide basis and to develop a partnership support system. The Department of Community Education will extend its working relationship with the Minneapolis Parks and Recreation Department and with the business and labor sector in order to support extension of services to seniors.

PROGRAMS TO FIT INDIVIDUAL NEEDS AND VALUES

Sense of Direction

The diversity of the student population in the largest school district in Minnesota provides a base for the broadest range of special programs to meet special needs. On the one hand, the size of the system allows a range of educational alternatives and program options without equal in the state. On the other hand, the range of diversity among students requires extensive support programs to address special individual student needs beyond the developmental needs of the age group.

Diversity is this district's greatest strength -- but only so long as the resources are available to provide special programs to meet special individual needs.

Programs must be provided to supplement the regular curriculum for students whose developmental needs don't match up with the bulk of the students in their age group. These would include special education and remedial programs for students with learning handicaps and special programs for the gifted/talented.

The major problem for a teacher lies in the diversity among members of the classroom group. There are gifted and self-actualized students in a class and there are others who are immature with severe learning problems. Outside help is often needed to meet these special needs and allow the teacher to concentrate on moving the bulk of students along the path toward developmental learning. Both instructional interventions and behavioral interventions are needed to meet the special and specific instructional and behavior-related needs of students extending beyond the mainstream.

Although the number of students in the Minneapolis Public Schools K-12 program has declined steadily since 1965 to 39,065 in 1981, there is reason to believe that those who remain have increased personal and individual needs that require strong educational and support services. Given the demographic characteristics of the students enrolled, a wide range of support services must be provided, including active counseling services and drop-out prevention programs.

The trends revealed in the following description of some characteristics of Minneapolis students and families are similar to those reported by most of the nation's urban school districts.

- There has been an increase in the proportion of students living in one-parent families which may mean that parent(s) have less time and energy to reinforce the learning process. 32.6% of students live with a single parent; 7.05% with a parent and stepparent; 4.9% in foster homes, group homes or with other relatives. Only slightly more than half (52.98%) of Minneapolis students live with both of their parents. Thus, many students have experienced a family change, or may be affected by socio-economic factors that correlate with one-parent families.

- . There has been an increase in the proportion of minority students who, because of a history of societal inequities and oppression, may need additional supports to assure that they reach their academic potential. The proportion of minority students rose again in 1981 and now represents one-third of the student body (33.5%). Minneapolis is the heaviest minority school district in the metropolitan area. In 1982-83, all city schools will have more than a 20% minority enrollment. Oppression and inequities have generally resulted in an over-representation of minority groups in poverty, drop-out, and low-achievement populations which necessitates increased educational commitments.
- . Asians are the fastest growing portion of the student body, both numerically and proportionately. As of October 1, 1981, Minneapolis Public Schools were serving 1,711 Limited English Proficiency students whose families had recently undergone massive change and whose personal resources are often very limited.
- . In 1981-82, 30.69% of students' families received Aid to Families with Dependent Children (AFDC). The economic stresses of some Minneapolis Public Schools' families are also reflected in September 1981 school lunch statistics: of the 53% of MPS students who are enrolled in the hot lunch program, approximately 65% are eligible for free or reduced lunches.
- . There has been an increase in rates of absenteeism, drop-outs, truancy and student turnover which directly impacts student achievement. The absenteeism rate for Minneapolis Public Schools' students has continued to rise: 9.51% in 1980-81 compared to 8% in 1969-70.
- . Although enrollment has steadily declined, drop-out rates have increased. The school district's Guidance Department studies report a 17% drop-out rate in 1962, and a 19% rate in 1977. State reports show the MPS 1979-80 school year drop-out rate as 21.7%. In the 1977 study, 51% of American Indian students dropped out of school, and 29% of Black American students.
- . In 1980-81, the average rate of turnover in Minneapolis Public Schools was 38%. Eight secondary schools had turnover rates above 40%, as did 17 elementary schools. One secondary school reported an 88% turnover rate; one elementary a 58% rate.
- . There has been an increase in the number of students with complex, severe, and multiple problems sufficient to jeopardize their (and sometimes others') education. In 1980-81, the Minneapolis Public Schools provided special education services to a total of 5,101 handicapped students in the district.
- . School personnel reported 53% more cases of suspected child abuse and neglect in 1980-81 than were reported during the 1977-78 school year.
- . Even though school enrollment has declined, in 1980-81 there were 32% more Attorney Warning letters for truancy sent than in 1973-74, and a 50% increase in truancy petitions filed.

- Two hundred and thirty-three pregnant students were known to the Minneapolis Public Schools in 1980-81. School social workers reported a total of 183 school-age mothers during the school year. As of December 15, 1981, 116 pregnant students had enrolled at P.A.C.E. in the 1981-82 school year. This is a recognized vulnerable population with unique physical, emotional and educational needs.
- The results of data collection in the Minneapolis Public Schools over the past several years have continually revealed an increase in the rates of chemical use and a decrease in the age of users. In 1981, staff of the Chemical Awareness Program estimated that in their schools 38% of elementary-age students, 64% of junior high students, and 85% of senior high students experimented one or more times with mood-altering chemicals. One percent of elementary, 16% of junior high, and 32% of senior high students experienced problems related to chemical use. Over half of all elementary students and over one-third of all junior and senior high school students exhibited some form of dysfunctional behavior associated with a family member's use of chemicals.

Each one of these facts about the needs of a proportion of Minneapolis Public Schools' students demands attention to the need for support services.

Alternative Programs address the special needs and personal values of the families served by the Minneapolis Public Schools. The school district will continue to support a range of alternative educational programs developed in response to community interest or need.

Most students are capable of attaining the same standards, but no two people will get there the same way. Some require structured environments; others thrive in a less structured atmosphere. Some learn best from books; some by doing; some by listening. Some need daily doses of information; others need challenge and the big picture. That diversity is consistent with the district's commitment to alternatives.

Action Plan

<u>Providing Student Support Services</u>	<u>Provide those essential Guidance and Assessment Services, Health Services, Psychological Services and School Social Work Services which are related to the educational mission of the school.</u>
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These include activities related to:

1. Identifying and assessing student needs and problems that are interfering with learning.
2. Referring students and families to school or community resources.
3. Facilitating the district's compliance with mandated responsibilities.
4. Monitoring and encouraging the educational achievement of students.
5. Supporting students' adjustment in the school environment.

6. Involving parents in the educational process and informing them of the student's health, social and educational needs, and assisting staff in understanding and meeting the needs of students.

A crucial aspect of the long-range planning effort is the need to identify what support must be offered to students for them to benefit from instructional programs, and to prioritize the services provided to meet these needs. Staff from the four departments, Guidance and Assessment Services, Health Services, Psychological Services and Social Work Services, now work together on Pupil Support Teams to address an individual pupil's needs. In addition, they assist the coordination of efforts with other service departments within the district (Vocational Education, Special Education, Curriculum Services, etc.) and outside of the district (private or public agencies).

A Student Services Task Force has met during 1981-82 to define essential services and to design alternative strategies for effective delivery of student support services. The task force produced plans for organization and a new model for delivery of services which are found in the section on "The Organization of Resources." In addition, the task force reviewed services offered by other public and private agencies in the community to recommend ways of coordinating services and thus reducing school district responsibilities, eliminating overlap, and promoting the availability of services provided by community agencies. The following three Action Plan items address the topic of coordination and collaboration with community agencies.

Continuing
Existing Collab-
oration with
Community
Agencies

Continue the many cooperative and collaborative relationships currently existing between the public schools and community resources and agencies. Assign priority to successful programs integrating school and community resources.

At present, cooperative and collaborative relationships fall into several different types of models/arrangements:

1. Community resources/agencies provide services through a contractual agreement between the Minneapolis Public Schools and the agency. Examples of this model are chemical awareness counselors, Community University Health Care Clinic, and the County Home School.
2. Community resources/agencies provide volunteer services in school buildings. Examples of this model are mini-career fairs, Boy Scout Explorer Program, Plymouth Youth Center's Friendship Groups, and the use of college and university students in practicum and internship programs.

3. Community resources/agencies provide, through school referral, for long-term treatment or specialized service needs of students. Examples of this model are the Washburn Child Guidance Clinic, University of Minnesota Hospitals, and Pilot City.
4. Schools collaborate with agencies to meet student needs. Examples of this model are Family and Children Services, adolescent health care clinics, Pilot City, and Hennepin County Community Services.

Examples of the successful programs integrating school and community resources include the Partnership and Linkage programs at South High School. These kinds of successful cooperative arrangements should be assigned priority for continuation. If non-school funding for projects deemed essential and successful is withdrawn, the district should make a concentrated effort to secure other funding.

Expand Existing
Collaboration
with Community
Agencies

Build and expand upon existing collaborative efforts with community resources and agencies.

Activities should include:

1. Providing information about community services via newsletters, bulletins and in-service presentations to appropriate student services staff.
2. Sponsoring an annual community agency fair for student services staff.
3. Informing school personnel of the availability of existing and new community services and informing community agencies of specific areas of need in the schools.
4. Exploring the feasibility of arranging medical consultation from practicing physicians and medical clinics for schools located in their service areas.
5. Seeking to expand existing services to other appropriate buildings.

The above activities will be the direct responsibility of the Student Services coordinators, independently and collaboratively.

Initiate New
Strategies for
Increasing Col-
laboration with
Community
Agencies

Initiate new strategies and techniques for increasing coordination and collaboration between the Minneapolis Public Schools and community agencies and resources.

These strategies and techniques should include:

1. By November 1982 -- Establishment of an ongoing School-Community Committee to identify going interests, conduct needs assessments, identify budgetary and legislative

implications, plan and coordinate services for students and families. A school health council should also be established, consisting of community health representatives to advise the school district about the coordination of school health activities with the health activities of the community..

2. By January 1983 -- Establishment of a reporting system whereby student services' workers will report agency services provided in schools or available to students in the community in order to promote expansion of, and communication about, the availability of such services. School needs should also be included to promote the recruitment of volunteer services.
3. Beginning in Fall 1982 -- Distribution to schools of resource bulletins (patterned after those currently used by school social workers) describing community services available to schools, students and families.
4. In Fall 1982 -- Examination of strategies by school psychologists and social workers for encouraging parents to seek evaluations and treatment from community resources when possible, and when the district is not required to provide it, without incurring school district responsibility for payment.
5. By Fall 1982 -- Development of a plan whereby agencies/ resources that are providing services to schools would be given training and information about the changing characteristics of students and staff.

As previously mentioned, recommendations for organization and delivery of student services are located in the section on "The Organization of Resources." Given the sociological and economic changes which are adding to the problems of families and students, effective alternative strategies for assuring adequate student support services must be identified.

Revising Identification of Mildly Handicapped Students and Developing Common System of Management for Special Ed and Regular Classrooms

Revise procedures for identifying a student as mildly handicapped and in need of special education service to take into account comparison of the student's achievement and/or behavior to that of his/her peers as well as the individual student's learning and/or behavioral characteristics. The purpose of this revision is to avoid inaccurate labeling of mildly handicapped students and to avoid identifying more students as handicapped than is appropriate.

To support this direction, develop an integrated system for curriculum and student management which will be common to both special education and the regular classroom. The system will include procedures for monitoring student progress and reporting to parents.

With the implementation of a common system, it is anticipated that mildly handicapped students will be integrated more effectively and for greater amounts of time than is presently possible. Such a system is also intended to extend the capabilities of regular education to accommodate its diverse student population and to maximize efficient use of resources.

Minnesota law states that every school district shall provide special instruction and services for children 4-21 years of age who are residents of the district and are handicapped and in need of special education service. Handicapped students include those who are speech impaired, mentally retarded, physically handicapped, hearing impaired, visually handicapped or who have special learning and/or behavior problems. Special education services are defined as any instruction specially designed to meet the needs of a handicapped student and may include related services such as social work, counseling services, psychological services, medical assessments and transportation.

The Minneapolis Public Schools have developed a continuum of special education programs which address the educational needs of the district's identified handicapped students. Special education services in Minneapolis are organized in levels. Special education programs in the regular schools, School-Based Programs serve students in Levels 1-4; Special Schools serve students in Level 5; Hospital and Agency Programs serve students in Level 6; Nonpublic handicapped students are served in Levels 2-3.

To implement this continuum of service levels, special classes, schools and stations serve the more severely and profoundly handicapped students -- Levels 5 and 6. For over a decade, substantial efforts have fostered placements and opportunities for mildly and moderately handicapped students in less restrictive environments such as regular classrooms with their non-handicapped peers, Levels 2, 3 and 4. There has been a continued thrust to sustain or return moderately/severely handicapped students to school-based programs and to effect placements in special classes, schools or stations only when the nature or severity of the handicap is such that education in a regular educational program cannot be accomplished satisfactorily. In December 1981, 2,974 students were receiving Special Assistance in regular public school classrooms, and 1,781 were located in special settings.

Special Education works in partnership with regular classroom teachers and school staff to plan alternative intervention strategies and learning materials for each handicapped student for whom it is determined through multidisciplinary assessment and teaming that the goals and objectives of regular classroom are appropriate. Special Education provides alternative curricula which follow or

parallel that of regular education for each handicapped student for whom it is determined that the goals and objectives of the regular classroom are not appropriate.

A common system of curriculum and student management for special education and the regular classroom will improve staff coordination which will, in turn, improve basic skills achievement, classroom management and progress reporting overall. The task is to develop an integrated model of service using a common data base and coordinating program development to pool resources and improve cost-effectiveness.

This Action Plan item is tied to others in the Five-Year Plan. Procedures for monitoring student progress and reporting to parents which are common to the special education and regular classrooms will be followed within the student data-base management system described in the section on "Guaranteeing Basic School and Life Skills." The organization of an integrated model of service is addressed in "The Organization of Resources."

Revised procedures for identifying mildly handicapped students will be prepared Spring 1983.

Actively Counsel
Students in
Secondary Course
Selection

Actively counsel students in the selection of an appropriate sequence of challenging courses in secondary schools.

The latitude to avoid courses which may be important to an individual's future because of the ability to select from a wide range of courses may act as a handicap for some students. Although the definition of minimum course offerings common to every comprehensive high school and the definition of required sequence in language arts offerings may partially remedy this problem, the district should reexamine use of the tally system Spring 1983 and compare its merits to those of alternative course selection systems.

Problems of inequity appear to result from insufficient guidance. The principle of equity should apply to educational challenge as well as to educational access. The district must actively counsel students in the selection of challenging courses. Particular attention will be given to those students whose progress is consistently below their potential as determined by test scores, teacher observation and other measures.

The racial ethnic composition of math classes demonstrates a problem of inequity in participation. As an example, only one percent of the students taking geometry are Native American and eight percent are Black, in comparison to the five percent Native American and sixteen percent Black enrollment in the schools surveyed. Zero percent of Native Americans and one percent of Blacks were enrolled in calculus. Improvement has been shown during the last five

years in the proportions of both Blacks and females enrolled in advanced math courses, but the district still has a long way to go to reach proportional representation of minority students.

The district's high minority rate of dropouts also shows the problem. Fifty-one percent of Native Americans, twenty percent of Blacks, and sixteen percent of other ethnic groups dropped out during the period 1974 through 1977, and test scores of achievement, grades 1-10, demonstrate a substantial gap between the test scores of Blacks and Indians in comparison to other racial groups.

The emphasis of this long-range plan is on assuring learning outcomes: mastery of basic skills. A program of basic skills achievement which is continuous from K-12 will in itself go a long way toward providing equity. In addition, however, a program should be developed to counsel students into selection of challenging coursework. The development of a student data-base management system which monitors course selection will be useful to implementation of this objective. Required parent/guardian approval of the student's course selection, discussed in the section on parent involvement, may also help to remedy the problem. An alternative to the tally system method of course selection in which a small group of students would work on selection with an advisor or counselor may still be preferred.

Attention will be given to making all courses and classes challenging with no relaxation of standards. High expectations for every student are essential for effective schooling.

Implementing
Drop-Out Preven-
tion Programs

Implement pilot programs for minimizing student drop-outs in target schools beginning September 1982. Evaluate performance throughout the year to determine the advisability of expanding particular components into additional grades during subsequent years.

A Drop-Out Advisory Committee was appointed in January 1981 to study and make recommendations regarding student retention, and to look at successful components of currently functioning drop-out programs which might be implemented in other school settings. The committee's report, published July 1981, was then used as a starting point for a city-wide Partnership Conference for Minneapolis Special Education and regular education personnel February 1982. Initial analysis of the conference results has produced the following description of pilot programs which would be initiated in Fall 1982. The focus for the first year would be at the first grade level. Other pilots will be developed in coordination with intervention strategies described in the section on "Basic School and Life Skills," so that grade level applications will match up with the promotional

gates. Two other pilots are tentatively designed for grades six and eight. The description which follows will be further refined in the implementation plan, to be published June 1982.

Identification

The focus at the first grade level will be placed on providing an appropriate climate for learning for all students. To the extent that identification is necessary in order to assign supplementary supportive services, various strategies will be considered, including use of city-wide basic skills readiness materials and information obtained during preschool screening; use of teacher observations and reports for monitoring language skills, attendance, peer interactions, and student progress; and consideration of risk factors including the family and social environment assessed through non-intrusive measures. Identification will begin prior to first grade, using information from preschool and kindergarten staffs.

Identification of high-risk students for special sixth and eighth grade services should begin during grades five and seven. Academic achievement, attendance, and other records will be used to identify those students of high risk, noting characteristics such as high absenteeism, tardiness, death of a family member, lack of motivation or involvement in school, grade failure, chemical use, court involvement, and low aspiration. Use of a student support team will be considered as a means of identifying approximately 50-60 students in each school at each of the two grade levels, 6 and 8. Means of involving students and parents will be considered with the potential of encouraging student attendance at special Summer programs preceding their seventh and ninth grade years.

Staffing

At all grade levels, it is important that all staff be committed to the philosophy and intentions of the project and that they have the particular skills for implementing project components. In each building, the principal will be responsible for the program. Regular classroom teachers will take on new staff roles focusing on program coordination, outreach and teaming of support services. Various staffing models will be examined. For example, a full-time kindergarten teacher might teach a morning kindergarten class and coordinate drop-out project activities in the afternoon. A non-categorical team approach could be used for non-instructional activities with students.

Staff development activities will be important for all teachers in the building - those in the program as well as those supportive of it. Particular activities might focus

on behavior management, and strategies for analyzing social and emotional problems.

Facilities

In addition to regular classroom spaces, the most important facilities for implementation of the drop-out prevention program will be small group spaces for meeting with individuals or with small groups of students or parents. Staff in the program should be in close proximity with one another for ease of communication, and equipment such as a phone and mailing supplies should be readily available. Need for classrooms for special pull-out classes of students with severe needs will be explored as will special places to assure programmatic control. In addition, space for evening and outreach activities may be needed.

Curriculum and Instructional Interventions

It is assumed that basic skill curricula at all three age levels will be available to meet the achievement needs and interests of each student. Team teaching, multi-age grouping, and cooperative models will be explored for their potential advantage for high-risk students. Careful monitoring of student achievement can assure awareness of programs and special needs.

Social skill development will be facilitated through group activities focusing on development of positive peer interactions, problem solving, and appropriate school behavior. Social behavior curriculum should be written or adapted from materials which are commercially available.

Outreach Services

The basic purpose of outreach services is to provide a link between the school and the student as well as the student's home and any community agencies involved in the student's life. At all levels of the program, alternative staffing models need to be explored in order to provide the services during weekend and evening hours for effective communication with parents.

At grade one, communication with parents will be the primary outreach activity. For sixth and eighth grades, an important outreach activity will be to provide transitional services for students between sixth and seventh grades and between eighth and ninth grades. These might include outreach visits to the "sending" school, introduction of the student to the "receiving" school building and staff, special support in class scheduling, involvement in Summer transitional activities, and others.

Other outreach activities to be explored include: linkage with community recreation and social agencies to facilitate student involvement in extracurricular activities, establishment of mentor relationships, and evening tutoring at community locations staffed by MPS staff, interns, practicum students, and volunteers.

Parent Involvement

The parent program at all three grade levels should include information to families regarding school programs and options, student progress, and general school activities to involve the family in the life of the school. Communications with the home should emphasize positive - and not always negative - information about the student's school activities.

Potential activities for parents include short-term parent groups for special needs such as family change, hyperactive children, etc.; community activities such as parent socials, dinners, principal meetings in the community; and mini-work units available for parents to assist students at home.

Emphasis will be placed on school-home communication which might include periodic newsletters and frequent reporting of student progress.

Career Orientation

The career component in grade one should emphasize the use of materials which depict men and women in diverse job settings. Children might be made aware of work and jobs as they move throughout the school building and on community field trips. Curricular opportunities might be developed to teach the relationship between school behaviors and job demands.

At later grades, curriculum should include materials on careers, role models, work requirements and benefits, and other job-related issues. Occupational interest inventories and vocational skill assessments might be relevant for some students.

Evaluation

Once the program model and objectives are defined, a process for program evaluation will be designed with consideration of both outcome and process objectives. Outcome objectives might focus on desired student-behavior changes such as improved attendance, achievement, and peer interactions. Desired staff outcomes may include new skills in managing student behavior and in outreach. Process objectives might include implementation of identification procedures, of staff development activities, and of social skill-building curriculum.

Ongoing evaluation of the program will facilitate program development as well as identification of components for expansion beyond the first, seventh, and ninth grades.

Providing Programs for the Gifted/Talented

Provide equal access to Gifted/Talented programs throughout the school district which will serve a full five percent of pupils in the Minneapolis Public Schools.

Since the passage of the "Education for the Gifted and Talented Act" by the State Legislature, a number of special programs for gifted and talented students have been developed in the Minneapolis schools. Broad availability of such programs is critical to the district's ability to attract and retain students. The Board of Education therefore directed development of a five-year plan to address the needs of gifted and talented students. It has been developed by a task force involving both staff and community people.

Gifted and talented students are those who, because of outstanding abilities, are capable of high performance. They include students with demonstrated achievement and/or potential ability in any of the following areas, singly or in combination:

- . General intellectual ability
- . Specific academic aptitude
- . Creative or productive thinking
- . Leadership ability
- . Visual Arts achievement
- . Performing Arts achievement
- . Psychomotor ability
- . Talent associated with the student's cultural heritage
- . Psycho-social ability

All students, but especially gifted/talented students, need to move and move sooner beyond the first levels of thinking (cognitive, convergent, knowledge, memory, etc.) to the higher levels of thinking (analysis, synthesis, evaluation resulting in productive, creative, original thinking along a continuum of skill development) in order to develop more fully their intellectual/creative potential. Programming must take into account the pacing and needs of the individual. Students need to have access to peers who will understand and challenge their thought processes, to further promote their intellectual and social development.

The general characteristics of gifted/talented programs, which will be available to students in every school, include the following:

1. Curriculum which addresses higher levels of thinking
 - a. Critical thinking
 - b. Problem solving

- c. Divergent thinking
 - d. Research techniques
2. Varied options for fulfilling curriculum expectations
 - a. Comprehensive course offerings available
 - b. Availability of advanced and/or more in-depth courses
 - c. Independent study opportunities for individuals and/or small groups
 - d. Differentiated curriculum
 - e. Interdisciplinary approaches
 - f. Flexible environment and time periods
 - g. Opportunities to work with gifted/talented peers
 - h. Availability of appropriate resources
 3. Utilization of the community as a resource and educational partner
 - a. Mentorships
 - b. Community Resource Volunteers
 - c. Field trips
 - d. Limited internships with experts
 - e. Action learning approaches
 - f. Use of role models
 4. Wide range of activities open to all students at all levels of expertise (i.e., chess, creative writing, computer club, theatre, etc.)
 5. Program that is cognizant of and responsive to the cultural diversity in the city
 6. Staffing provision for
 - a. Leadership role
 - b. Coordinating role
 - c. Characteristics of flexibility and diversity
 - d. Opportunities for continuing in-service
 - e. Availability of role models
 - f. Selection based on appropriate learning and teaching styles
 7. Several methods of identification such as achievement tests, creativity tests, student work and referrals, the totality of which will be unbiased
 8. Identification of problem areas and remediation programs for gifted/talented underachievers
 9. K-12 articulation for gifted/talented programs

Elementary programs for the Gifted/Talented would include: quarter-day classes plus mini-sessions with experts in special interest areas; half-day classes; short-term units

in grades 4-6; and long-term, in-depth specialized projects. The primary role of each teacher will be to provide the student with assistance in: identifying and structuring realistic, soluble problems consistent with the student's interests; acquiring the necessary skills for solving these problems; and finding appropriate outlets for student products. Each of the three subdivisions in the district would have at least one of each gifted/talented program. A city-wide Coordinator of Gifted/Talented Education would work closely with principals and staff in the development of new programs.

Junior high gifted programs would include: enriched or advanced sections within each subject area; an elective course in critical thinking and creative problem solving and research techniques to be developed in 1982-83 for 7th graders and 1983-84 for 8th graders and implemented the year following development; and interdisciplinary classes to be developed in 1984-85 and implemented in 1985-86. If possible, this schedule may be moved up by one year to improve the latitude offered to gifted/talented students in junior high schools.

Senior high gifted programs would include: enriched or advanced sections within each subject area; independent study opportunities; advanced placement classes; magnet programs; interdisciplinary classes to be developed in 1983-84 and implemented in 1984-85; and an elective course in critical thinking, creative problem solving and research techniques to be developed in 1983-84 for juniors and in 1984-85 for seniors and implemented the year following development.

The timetable for implementation of the five-year plan for Gifted and Talented Programs is shown in Figure 7.

Providing Alternative Programs

Provide a range of alternative educational programs K-12 to address the special needs and personal values of the families served by the Minneapolis Public Schools.

The alternative programs available at the elementary school (K-6) level will include:

Fundamentals Program	Montessori Program
Contemporary Program	Open Program
Continuous Progress Program	Free School Program

All of these programs have existed in Minneapolis for several years. Additional locations for some of the programs are now being established, and some are being extended to other grade levels beyond the elementary school years.

Figure 7

TIMELINE FOR GIFTED/TALENTED PROGRAMS 1982-87

	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH
1982-83	I. Program implemented in every building. II. In-service workshops to acquaint and further develop interested staff with unique curriculum, learning styles, teaching strategies and needs of gifted children as well as evaluation procedures for programs and students.	I. *Enriched class in each of the disciplines. II. In-service workshops to acquaint interested staff with unique curriculum, learning styles, teaching strategies and needs of gifted children.	I. *Accelerated/*Enriched classes in each major discipline. II. *Independent Study III. *Advanced placement classes IV. Magnet programs science/math/technology visual/performing arts central magnet KBEM vocational magnets
1983-84	I. Programs increased to meet 5% of the population. II. Continued staff development.	I. *Enriched class in each of the disciplines. II. Gifted class in critical thinking, problem solving, research techniques (one hour elective for 7th grade students). III. Identification process (remedial-underachiever).	I. *Accelerated/*Enriched classes in each major discipline. II. *Independent Study III. *Advanced placement classes IV. Magnet programs science/math/technology visual/performing arts central magnet KBEM vocational magnets V. In-service workshops to acquaint interested staff with unique curriculum, learning styles, teaching strategies and needs of gifted children. VI. Internships VII. Mentorships VIII. Early college admission
1984-85	I. Programs increased to meet 5% of the population. II. Continued staff development.	I. *Enriched class in each of the disciplines. II. Gifted class in critical thinking, problem solving, research techniques. Continue 1 hr. elective for 7th grade. Begin 1 hr. elective for 8th grade. III. Identification process (remedial-underachiever). IV. Remediation/Tutors	I. *Accelerated/*Enriched classes in each major discipline. II. *Independent Study III. *Advanced placement classes IV. Magnet programs science/math/technology visual/performing arts central magnet KBEM vocational magnets V. In-service workshops to acquaint interested staff with unique curriculum, learning styles, teaching strategies and needs of gifted children. VI. Internships VII. Mentorships VIII. Early college admission IX. Identification process X. Interdisciplinary classes XI. Gifted class in critical thinking, problem solving, research techniques (1 hour elective for 9th and 10th) (1 class per school) XII. Remediation/Tutors

*These types of courses must exemplify the general characteristics of G/T programs K-12 (higher levels of thinking, etc.)

ELEMENTARY

JUNIOR HIGH

SENIOR HIGH

- 1985-86 I. Programs increased to meet 5% of the population.
II. Continued staff development.

- I. *Enriched class in each of the disciplines.
II. Gifted class in critical thinking, problem solving, research techniques. Continue 1 hr. elective for 7th grade. Continue 1 hr. elective for 8th grade.
III. Identification process (remedial-underachiever)
IV. Remediation/Tutors
V. Interdisciplinary classes
VI. Continue to develop program to meet the needs of 5% of the junior high population and continue in-service component for staff as needs develop.

- I. *Accelerated/*Enriched classes in each major discipline.
II. *Independent Study
III. *Advanced placement classes
IV. Magnet programs science/math/technology visual/performing arts central magnet KBEM vocational magnets
V. In-service workshops to acquaint interested staff with unique curriculum, learning styles, teaching strategies and needs of gifted children.
VI. Internships
VII. Mentorships
VIII. Early college admission
IX. Identification process
X. Interdisciplinary classes
XI. Gifted class in critical thinking, problem solving, research techniques (1 hr. elective for 9th and 10th) (1 class per school)
XII. Remediation/Tutors
XIII. Continue to develop interdisciplinary classes involving multiple disciplines.
XIV. Continue to develop program to meet 5% of the senior high population and continue in-service component for staff as needs develop.
XV. Gifted class in critical thinking, problem solving, research techniques (1 hr. elective for 11th and 12th) (1 class per school)

1986-1987 Continue 1985-86 programs

Continue 1985-86 programs

Continue 1985-86 programs

*These types of courses must exemplify the general characteristics of G/T programs K-12 (higher levels of thinking, etc.)

At the junior high level (7-8), the alternative programs will include:

Fundamentals Program
Contemporary Program

Open Program
Free School Program

At the senior high (9-12), the alternatives will include:

Fundamentals Program
Comprehensive High School

Open Program
Free School Program

The grade organization of two of the programs breach the typical K-6, 7-8, 9-12 organization: the elementary and junior high school Open Program is K-8, and the Free School Program is K-12.

Each alternative has several unique characteristics in teaching/learning style which help to define it. Because these programs respond to the needs of the students they serve, it is expected that they may alter, change, and modify the basic characteristics in the future. Such changes, however, should still match up with the general program philosophy and should not impinge upon the district's basic skills curriculum. As suggested in the section on "Parent Involvement," parent task forces made up of those interested in each alternative program help to maintain program strength and integrity.

The unique characteristics of each alternative program are described in Figure 8, which compares the components of alternative programs.

Providing a Process for Modifying Alternative Programs

Provide a process for implementing or modifying Alternative Programs.

A District Committee on Alternatives is being formed Spring 1982. Working with the "Process for Implementation of an Alternative Program" which was developed by an Alternatives Task Force in 1977, the committee should serve the following purposes:

- . To develop a definition of alternative programs for use in revision of the Board of Education's present Policy 6120.
- . To serve as a clearinghouse for development of alternative programs as outlined in the process model.
- . To review and modify the process as may be necessary to cover the functions of evaluation and maintenance of programs in addition to development/implementation functions (for purposes of determining scope of programs, location, size, program advocacy, and curtailment as appropriate based upon criteria to be developed).

- . To make recommendations regarding the implications for extending and applying this process model (or a modification thereof) to instructional and behavioral interventions and programmatic options.
- . To address issues regarding the expansion of alternative programs to grade levels beyond those currently in existence.
- . To address issues regarding the creation of new program/curriculum delivery models which may not fit the alternative definition; e.g., magnet programs.
- . To address issues regarding the use of alternative daily or annual schedules in selected schools.

The previous Alternatives Task Force was made up of teachers, parents or community representatives, principals, consultants and other administrators. The new District Committee will include community representatives from each of the existing alternatives.

Figure 8. Comparison of Alternative Programs

	FUNDAMENTALS	CONTEMPORARY	CONTINUOUS PROGRESS	MONTESORI	OPEN	FREE SCHOOL
Curriculum	District goals and objectives. Highly structured content, emphasis on academics.	District goals and objectives. Subject matter oriented.	District goals and objectives. Subject matter is supplemented with sequenced materials.	District goals and objectives. Content presented in a prepared environment using Montessori materials, supporting concrete to abstract learning.	District goals and objectives. Subject matter is interrelated, often based on themes reflecting the interests and needs of students.	District goals and objectives. Subject matter is interrelated, based upon student interests and needs, presented thematically. Graduation requirements are competency based.
Instruction	Grouping by performance level and need within a self-contained classroom.	Grouping by performance level and need within a self-contained classroom.	Grouping by performance level and need, use of materials for individualized learning. Some special interest group activities. Students learn at their own rate.	Students learn at their own rate based upon individual needs, interests, and abilities within the structured environment. Special interest centers offer choices.	Grouping by performance level, interests, and needs. Students learn at their own rate based upon interests, needs and abilities within either separate or interdisciplinary activities. Students make choices from options for many learning activities and use special interest centers. Development of student self-responsibility for behavior and learning through a problem-solving approach is emphasized.	Students learn at their own rate based upon interests, needs, and abilities; interest/learning centers may be within classroom and school or in the community. Learning activities are interdisciplinary. Students make choices about their learning activities.
Classroom Organization	One teacher and approximately 25-30 students assigned by grade for a year.	One teacher and approximately 25-30 students assigned by grade for a year.	Team of 4-5 teachers and approximately 120-150 students representing a 2-3 year grade span staying together for 2-3 years.	One teacher and approximately 30 students representing a 2-3 year grade span.	May be either one teacher with a multi-aged group of approximately 30 students or a team of 4-5 teachers and approximately 120-150 students representing a 2-3 year span usually staying together for 3 years. May be with other students of other ages for special activities.	One teacher and approximately 30 students in 3 multi-age groups - primary ages 5-8, middle ages 9-13, secondary ages 14-18. Team teaching occurs for the middle group of students.

	FUNDAMENTALS	CONTEMPORARY	CONTINUOUS PROGRESS	MONTESSORI	OPEN	FREE SCHOOL
Use of Time	Scheduled by teacher.	Scheduled by teacher.	Scheduled by team of teachers.	Some small group scheduling by teachers. Students make choices based upon teacher-prepared environment. Flexible management of time.	Flexible management of time, however, offering a balanced curriculum incorporating basic skills instruction. Use of time is jointly planned between teachers and students.	Flexible management of time. Students assume much responsibility for scheduling their own time.
Teacher Role	Emphasis on direct instruction by teacher setting goals, planning activities assigning required homework and evaluating using letter grades, report cards, conferences.	Emphasis on direct instruction by teacher setting goals, planning activities alone or with students, and evaluating in terms of levels of performance via conferences and standard report cards.	Emphasis on direct teaching by team of teachers jointly setting goals, planning activities and evaluating student progress via conferences and report cards.	Emphasis is on teacher as facilitator of learning by creating a structured environment based upon American Montessori concepts. Direct and indirect teaching, teacher as tutor, and student-to-student teaching is used. Evaluation of student progress is made via conferences and report cards.	Emphasis is on teacher as facilitator of learning by creating an appropriate environment for student exploration and choice-making. Teachers, students and parents jointly set goals, plan and evaluate progress in terms of the goals via conferences and report cards. Direct and indirect teaching, teacher as tutor and student-to-student teaching is used.	Emphasis is on teacher as facilitator of learning by creating an appropriate environment for student exploration and choice-making. Teachers advise and counsel on choices, monitor activities and progress. Teachers, students and parents set goals and evaluate progress.
Parent Role	"Parents as partners" is encouraged by means of written agreements related to goals of the program, homework expectations, discipline consequences, dress code, and the other school procedures.	"Parents as partners" is encouraged by means of participation in school activities, classroom visits, and as volunteers.	"Parents as partners" is encouraged by means of participation in school activities, classroom visits, and as volunteers and advisors.	"Parents as partners" is encouraged by means of participation in school activities, classroom visits, as volunteers, or to assist with class projects.	"Parents as partners" is encouraged by means of being actively involved with the child and school through planning program and procedures of the school classroom visits, sharing personal expertise or assisting with class activities.	"Parents as partners" is encouraged by means of being actively involved with all aspects of the school i.e., assist with planning school program and procedures, visitations, sharing of self-supporting student activities.

THE LEARNING ENVIRONMENT

The learning environment of the Minneapolis Public Schools will be an integrated environment, in which the dignity, worth and uniqueness of all of the participants in the educational experience -- students, staff, parents, and members of the school-community -- will be affirmed. An open, two-way system of communications is needed to foster mutual trust and respect.

The elements of a positive learning environment are similar to those for effective schooling, as described in the "Overview:"

- 1) A strong leader, whether principal or teacher, who encourages staff or students to assume personal responsibility for continuous learning achievement and productive behavior;
- 2) High expectations for the performance of staff and students;
- 3) An orderly, safe, pleasant school and classroom atmosphere;
- 4) Emphasis on academic achievement; and
- 5) Parent involvement in student learning.

Leadership training for principals and teachers is addressed in the section on "The Organization of Resources." The emphasis on high expectations and academic achievement runs through the preceding section on "The Educational Program." In this section, Action Plan items address concerns about the need for an orderly, safe and pleasant school atmosphere; and for parent involvement in student learning.

The section also deals with other elements of the goal statement: procedures for assuring an integrated environment; the involvement of students, staff, and school-community as well as parents in school affairs; and methods for establishing an open, two-way system of communications.

THE CLIMATE FOR LEARNING

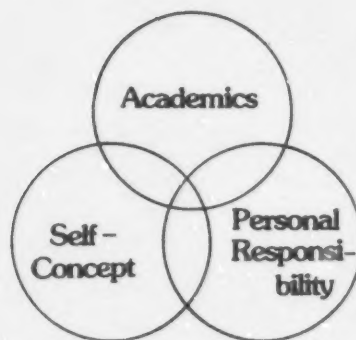
Sense of Direction

It is the job of the school system to help people reach their highest potential. This includes the task of helping people to accept responsibility for their behavior and to contribute their productivity to the work of the organization.

When we think back to the class which we most enjoyed in our own educational experience, we could probably agree that there were three components common in our experience:

- 1) We were challenged to think harder than we thought we could . . . and we learned a lot. The class was strong on academics.
- 2) We felt good about ourselves. Our self-concepts improved because if we're learning a lot, we will start to feel better about ourselves.
- 3) We felt a sense of personal responsibility to the teacher, and likely to the other students in the class as well. We felt that our involvement affected others in the group.

These three components -- strong academics, positive self-concept, a sense of personal responsibility -- characterize a positive climate for learning.



Set high expectations. This is a circular process in which the teacher sets high expectations for achievement and behavior, and students perform better, so even higher expectations can be established based upon improved performance.

Diagnose skills/needs. An individual student's skills -- what he/she has going for him/her in terms of reading or writing or computation skills -- can be measured. Individual needs in terms of personal objectives or problems tends to be identified through the teacher's observations.

Set realistic goals. Students need to be challenged, but they also need to know that they can succeed. The goals need to be understood by the student as well as the teacher.

Provide appropriate activities and support. What are the techniques and materials that will work? What are the rewards based on the individual's needs that will act as motivators to achieve goals?

Evaluate constantly. The teacher is continuously observing achievement and diagnosing problems. The teacher is responsible for changing his/her style, goals or expectations if the process isn't working.

Take responsibility for teaching the way people learn. If the child does not learn the way you teach, then teach the way the child learns . . . and never stop trying.

This process used by the teacher to develop a positive classroom climate is similar to what would be appropriate for any effective group leader. Whether it's applied by the superintendent, the principal, or the teacher, the task is to move people along a continuum of developmental growth by setting goals and expectations, providing appropriate assignments and support, and evaluating the results in order to adjust the process.

The goal as well as the process is the same for administrators as for teachers: to move people from relying on external rules and demands toward assuming personal responsibility for continuous learning achievement and behavior.

There is a model for developmental growth which is applicable for either individuals or organizations. When either is immature, strong external control and structure are needed to establish direction. As growth occurs and relationships are strengthened, people can begin to participate in setting direction. Gradually, the person or organization learns how to take responsibility until the point is reached where no external direction is needed.

In order to reach our highest potential, we must first assume responsibility for personal development. The school must apply rules and controls to establish direction and guarantee an orderly atmosphere in the classroom. Its staff must also work, however, to develop each student's concept of self-esteem and sense of responsibility for continuous learning achievement and productive behavior.

A positive climate for learning is needed to provide effective schooling. Everyone in the school district -- administrator, teacher, custodian, bus driver, clerk or student -- is responsible for establishing a climate for learning which is safe, structured, caring, humane, challenging and supportive.

There are many ingredients which contribute to a positive climate for learning -- from a welcoming smile and pleasant surroundings to positive feedback for achievement and a sense of enthusiasm about learning. Many external factors (the physical surroundings, the mix of students and adults, the allotment of time in the classroom, the curriculum, the rules of discipline) affect internal attitudes (lack of fear, respect, enthusiasm about learning). All of the external factors are important, but they do not provide an end in themselves. They are necessary but not sufficient to determine the climate for learning. They influence relationships among staff and students, and they influence movement toward each individual's internal commitment to the learning process.

Action Plan

Enforcing a City-Wide Dis- cipline Policy

Enforce a City-Wide Discipline Policy, describing expectations for positive behavior and a set of rules and consequences for the misbehavior of students.

An individual's right to an education should not be denied because of disruptive behavior of other students. Good discipline creates a desirable teaching/learning situation, provides control and leads to each student attaining a measure of self-control.

The following City-Wide Discipline Policy will be effective Fall 1982. Records of applications will be kept by building principals in order to monitor enforcement.

CITY-WIDE DISCIPLINE POLICY

PHILOSOPHY AND RATIONALE

An individual's right to an education should not be denied because of the disruptive behavior of other students. Good discipline creates a desirable teaching/learning situation,

provides control and leads to each student attaining a measure of self-control. Discipline need not be punishment, but should lead toward respect for law, authority, property, the rights of others and toward responsibility for self. Student behavior that is disruptive to the classroom and/or school in general will be considered as interfering with the educational process.

No school shall deny due process or equal protection of the law to any pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion. Due process will be respected as described in the Minnesota Pupil Fair Dismissal Act.

ASSAULT

1. Threatened Assault without resolution will result in a parent/guardian conference or possible suspension. (5205, 5207)*
2. Fighting: Students who are fighting will be suspended either from the classroom or from the building for three (3) days. (5205, 5207)
3. Possession of a weapon will result in suspension for five (5) days. Possession refers to having a weapon on one's person or on school property. A police referral may be made and expulsion may be recommended in cases of students possessing the following:

- a) Firearms of all kinds (including pellet guns)
- b) Ammunition and explosives of all kinds
- c) Knives

All other items deemed inappropriate will be confiscated by school authorities. (5210, 5210A)

4. Direct attack with an assault weapon: The school principal will recommend expulsion from all Minneapolis Public Schools. Students will be assured their legal rights and police will be notified. (5210A)
5. Direct attack without a weapon on an adult: The student will be suspended from five (5) to fifteen (15) days. The student will be relocated to another educational setting and may be recommended for expulsion. A second offense will result in the recommendation for expulsion from the Minneapolis Public Schools. (5205, 5207)
6. Direct attack without a weapon on another student: An attack without provocation or retaliation will result in suspension for five (5) days. Student may be transferred

* The numbers in parentheses refer to numbered policies of the Board of Education.

from the building or may be recommended for expulsion. A second offense will result in the recommendation for expulsion from the Minneapolis Public Schools. (5205, 5207)

7. Sexual Assault/Indecent Exposure: Immediate suspension with disposition dependent upon offense. This may involve parent conference, involvement of school support staff, psychological evaluation and/or police referral. (5205)

ILLEGAL DRUGS AND ALCOHOL

1. Possession will result in suspension for three (3) days.
2. Use of illegal drugs and/or alcohol will result in suspension for five (5) days.
3. Selling of illegal drugs and/or alcohol will result in suspension for five (5) days and police referral, and may lead to expulsion.

In all three instances, when the student returns to school appropriate members of the support staff along with the chemical dependency resource person will be involved in a follow-up program. (5205, 16001)

USE OF TOBACCO

Use of tobacco within a school building is not permitted. The student will be suspended either from the classroom or from the building for one (1) day and parent/guardian will be notified. (5208, 5208A)

VERBAL ABUSE AND DISRESPECT OF SCHOOL PERSONNEL

Student suspension either from the classroom or from the building for three (3) days. This conduct includes profanity, lack of respect and the failure to respond appropriately to reasonable direction by school personnel. (5207)

PERSONAL THEFT (EXTORTION, LOCKER BREAK-INS)

Suspension for three (3) days. A police referral will be made and parent/guardian will be notified. (5205)

SCHOOL PROPERTY DAMAGE (VANDALISM, ARSON, THEFT)

Student suspension from three (3) to fifteen (15) days. The student will be referred to the police or arson squad and will be held responsible for remuneration of damages or as determined by the court. (5205)

IMPROPER ACTIVATION OF FIRE ALARMS

Student suspension for two (2) days. (5205)

TRESPASSING (UNAUTHORIZED PRESENCE)

School personnel will invoke the City of Minneapolis Ordinance.

BUS DISCIPLINE

Breaking of school district bus rules will result in the denial of transportation privileges upon notification of the parent/guardian. The Department of Transportation in conjunction with the principal will determine the length of time. (5205)

TRUANCY

Daily school attendance is important and continued unexcused absence will result in the lowering of grades, loss of credits or course failure. The State of Minnesota compulsory attendance laws and other applicable regulations will be enforced. (5100, 5100A, 5100B, 5206, 5610)

TARDINESS

Habitually tardy students will be treated as truants. (5100, 5100A, 5100B, 5206, 5610)

ADDITIONAL POLICY STATEMENTS

The City-Wide Discipline Policy will be enforced by all principals and staff on a city-wide basis.

Suspension means removal of the student from all school activities and requires a parent/guardian conference. Suspension is regarded as an unexcused absence. For Special Education students, each suspension will be reviewed under the terms of the Pupil Fair Dismissal Act to see if the student's handicapping condition is related to the problem behavior. Before suspending a handicapped student, it is necessary to determine that the action leading to the possible suspension is unrelated to the specific handicapping condition of the student.

Repeated serious misbehaviors will result in one or more of the following:

- Referral to in-school support services
- Referral to an outside agency
- Transfer to another school
- Recommendation for expulsion

Police will be involved wherever laws have been broken, and parents/guardians and students will be made aware of their rights under the law.

Inappropriate student behavior not addressed in the city-wide policy will be handled at the building level. Each building will develop a discipline policy as described in the section on "The Organization of Resources."

Each building will have clearly stated rules and procedures to be followed by staff. The procedures may include the following:

- Problems resolved within the classroom by the teacher
- Parent/teacher cooperation via telephone conversation or conference
- Referral made to student's counselor
- Referral made to building administrators
- Conference between social worker, parent, teachers, counselor, administrator, or part of this group
- Programs for in-house suspension
- Suspension from school
- Police involvement
- Court referral
- Transfer to another school
- Referral to in-school support services
- Referral to an outside agency
- Exclusion from school

Promoting Active Learning

Promote active learning in order to create an environment which recognizes that students learn through a variety of approaches.

Active learning is the planned use of additional resources and approaches which provide a wider variety of learning styles.

This range of approaches capitalizes on the motivation of in-depth involvement with unique materials, people, places and strategies. It is characterized by students "doing" rather than "studying about." Some components of active learning include:

The use of manipulative materials in the classroom: models, machines, apparatus, blocks, rods, computers, photographic or recording equipment. These resources enrich the experience and provide additional avenues for learning.

Learning centers: areas designed for learning activities such as creative writing, dramatics, learning games, experimenting, painting tends to stimulate and encourage additional ways of experiencing and reporting our experiences.

Use of community as a classroom: interviewing, surveying opinions, inventorying resources, internships, community-based independent study programs, etc., provide a measure of reality to learning and open a wide variety of opportunities to tap valuable resources.

Outdoor activities integrated as part of the curriculum - from field trips to extended residence or field experiences.

Project work - designing and constructing models, charts, research projects, independent study projects.

Simulations and learning games enrich the curriculum and offer new ways for learning.

Integration of arts into the curriculum to extend the curriculum with arts as a vehicle for study, experience, and reporting.

Multicultural active learning experiences - from learning songs and dances of other cultures to student exchange programs and school-sponsored foreign travel.

Assessing the
Climate for
Learning

Examine the building curriculum each year in relation to program determinants which affect the climate for learning.

Working with his/her staff, the building principal will each year examine curriculum in relation to program determinants which affect the climate for learning, including:

- . Active learning;
- . Individual performance expectations;
- . Varied reward systems;
- . Varied learning environments;
- . Flexible curriculum;
- . Extra-curricular activities;
- . Support and structure appropriate to the learner's maturity; and
- . Rules cooperatively determined.

This analysis should be used as a tool to plan staff development activities.

PARENT/STUDENT/CITIZEN INVOLVEMENT IN SCHOOL AFFAIRS

Sense of Direction

Parent, student and community involvement in the Minneapolis Public Schools must be protected and expanded. Citizens should have an advisory role in developing the direction for individual schools and the school district. They should have a role in guiding the educational progress of students. Citizens are needed to provide community support services. The process for citizen involvement should be clearly defined, resulting in timely, ongoing involvement which is representative of different constituencies. Schools must institute and offer continuous opportunities for positive involvement of all concerned citizens, especially parents.

Citizen involvement has been substantial in the Minneapolis Public Schools. The five-year planning effort itself is largely the result of recommendations from citizen groups supported by financing from the corporate community. Volunteers in large numbers provide tutoring and resource support in the classrooms to enrich learning. Many parents provide support by encouraging their children to meet their responsibilities in school. Some also serve on district planning committees while others provide an information network through area councils. The variety of opportunities for citizen involvement in the Minneapolis Public Schools has been significant and meaningful. However, experiences differ greatly throughout the district. For some, experiences have been frustrating, and for others, nonexistent. The picture of citizen involvement is spotty. A unified effort at building partnerships is needed.

The action plan items dealing with parent, student and community involvement fall into four categories, ordered on the basis of the number of citizens involved in the schools: 1) involvement with the individual student's educational progress; 2) community support services provided by volunteers; 3) involvement in the affairs of the individual school building; and 4) involvement beyond the building level.

Action Plan

Increasing Parent Involvement

Recognizing that the most important aspect of citizen involvement is the one-to-one relationship between a parent and the school regarding the child's educational achievement, the Superintendent will bring staff and community representatives together and convene a Parent Partnership Conference, Fall 1982, to recommend techniques for increasing parent involvement in student learning.

Specific action items which follow describe ways to increase school/home contacts. The Board of Education is not satisfied that these actions will do the job of establishing a partnership with parents to assist learning. More is needed.

The distances traveled by students to desegregate schools may act as a further barrier to parent involvement in school affairs beyond the present barriers to one-to-one parent/school involvement. Effective schooling requires parent participation and support for student learning.

The Superintendent will convene a Parent Partnership Conference, Fall 1982. A packet of information about work done in other school districts throughout the country to increase parent involvement will be assembled and distributed to conference participants. Ideas which appear to have been effectively implemented will be presented to stimulate ideas about what would be most effective in Minneapolis for increasing parent involvement in the schools.

The District should expect parents and students to be accountable for involvement and achievement in the learning process. The Course Catalog and/or Parent Handbook developed by each school should describe expectations for parent participation and set forth specific requirements for parent/guardian responsibilities.

Developing a
Homework Policy

Develop a policy on student homework assignments by Spring 1983.

Student achievement is the primary focus of the plan. Homework assignments are uneven throughout the regular education programs, with some having none. A partnership between parent and school will improve the student's chance of achieving his/her highest potential. Many parents feel that the schools are not demanding enough of their children, reflected by the fact that the student arrives home with little or no homework.

A policy in homework assignments should give direction to teachers on appropriate quantities of homework at the various grade levels. Information will be provided to parents at the beginning of each year about expectations for homework. As reviewed by the Building Advisory Council, every school will state a homework policy.

Providing
Information on
Alternative
Programs

Establish a process whereby central and building staffs assume the responsibility for providing parents and students with timely information regarding all alternative programs available to the student at each point in time when the student has such a choice.

The Minneapolis Public Schools are committed to offering alternative teaching/learning styles for delivery of the basic comprehensive program, and to offering secondary magnet programs in which enriched course offerings are available within subject matter areas. In order to make appropriate choices, students and parents must be informed about both the form and substance of the educational alternatives.

Distributing a
Course Catalog

Distribute a catalog of courses which will actually be offered in the school to guide the student's selection of courses. The catalog of courses should include course goals, activities, prerequisites and grading criteria, among other topics.

The "Guide to Programs" initiated Spring 1982 should be supplemented by individual school publications. In secondary schools, a course catalog should be provided to every student household with course objectives, homework requirements, graduation requirements, extra-curricular activities and assessment methods.

Conferencing

Subject to negotiation with teachers, require secondary classroom teachers to hold a minimum number of parent/student conferences based on request. Continue to require elementary classroom teachers to hold at least one parent/student/teacher conference with each student and her/his parents. Extend at least one release day which is designated for parent conferences from noon to 8 p.m., and initiate other such efforts to facilitate involvement by working parents in their child's education.

If a parent fails to appear for an arranged conference and has not given adequate notice, the conference should still count as fulfilling the teacher's minimum required responsibility. The teacher should, however, have documented evidence that the parent(s) did not respond to reasonable attempts by the teacher to hold such a conference. In either case, the schedule for conferencing should be adapted to the needs of the working parent who is unavailable during the regular school day.

Increasing
School/Home
Contacts

Offer administrative encouragement in all schools for positive as well as negative phone and personal contacts with individual parents about their students' achievements and activities.

Learning goals for classes and individual students should be clearly stated and communicated to parents. Follow-up is needed, however, to apprise parents of student performance through direct person-to-person communication. Teachers should contact parents regularly about class and student progress in learning activities.

At the secondary school level, teachers should provide mid-term progress reports to parents. These may be checklists, student self-evaluations, or other simplified formats for handling the task expeditiously.

Returning
Report Cards

Require all secondary students, beginning 1982-83, to return one copy of their prospective course registration and one copy of their report cards to the school, signed by the student's parent(s) or guardian.

Elementary students now return signed cards to the school. The same policy should be followed for secondary students.

Further, a selected school or schools in the 1982-83 school year should pilot the requirement that parents pick up the report card.

Increasing
Student
Involvement

Convene a Student Partnership Conference during 1982-83 to discuss ways of increasing student participation in school affairs.

Students are the consumers of education. Their suggestions for change are often creative and excellent, but there is no vehicle for communicating suggestions beyond their individual school-community or discussing them with students from other schools.

The members of the Board of Education believe that this plan does not adequately address student participation in school affairs. They are eager to promote a forum for dialogue with students as a part of the Board's process. A Student Partnership Conference should be convened by the Superintendent to address these concerns, and should involve student representatives from all of the district's schools where the age of the students is appropriate.

Setting Guide-
lines for Com-
munity Support
Services

Set appropriate district-wide policies and guidelines governing the provision of services and financial support by individuals or organizations other than the Minneapolis Public Schools.

There is now no district-wide guideline for community support services. The action plan item should be implemented by either Board policy or Task Force recommendation.

Recruiting and
Training
Community
Volunteers

Encourage the coordinated recruitment and training of new volunteers by providing staff support through a single office to continue the valuable services offered by organizations such as WISE/GISE and the Community Resource Volunteers.

Members of the Minneapolis school-community working as volunteers supplement the work of paid staff. Two major programs, WISE and GISE (Women and Gentlemen in Service to Education) and Community Resource Volunteers (CRV), now work to bring volunteers into the schools. The WISE and GISE program extends teacher services and the CRV program provides learning resources which extend and enrich the curriculum.

Approximately 800 parents and college students and interested citizens volunteered to tutor students not eligible for Title I services through the WISE and GISE program during 1980-81. Each year, the CRV program brings more than 1,000 volunteers with expertise in a particular subject matter into the classroom. These programs are unique in the nation, and add to the district's resources.

The district will coordinate these programs through a single office, staffed by an administrative director and appropriate support service. The office can coordinate efforts on common functions such as: recruitment of persons

and agencies, orientation of volunteers, in-service for volunteers regarding district policies and regulations, communications with teachers and the community, scheduling, evaluation of volunteers, compilation of statistical data, recognition of volunteer services, publicity and fund-raising. It is important, on the other hand, that the unique functions and identities of each organization be protected and preserved, with the assistance of each organization's Board of Directors.

The Board of Education has defined equitable access to educational programs as a major goal. The community support services such as these mentioned should consider ways in which they can also address this concern and offer equity in the delivery of their services.

Encouraging Individual School Access to Community Resources

Continue to encourage individual schools to use the resources of their communities to provide services and support.

The location of the school system in an urban community allows access to a multitude of public and private resources which provide support for learning objectives. Schools should take advantage of their school-communities to expand and enrich educational opportunities.

Establishing a Building Advisory Council

Establish a building advisory council in each school during 1982-83.

Development of a "council" or "parent-staff-community-student group" in every school will be the mandated responsibility of every principal. Some schools now operate with a strong PTSA or parent/staff organization whose board holds open meetings regularly with the principal. Where such a group is functioning, the principal should use this structure, making sure that all constituencies are welcomed, informed and represented. Where there is no similar group functioning, the principal will initiate its development, working with staff and parent and student chairpersons of the school's working committees, task forces and special events (i.e., PER, Wise and Gise, student government, etc.). It is assumed that the resulting organization would hold general meetings and plan functions with all parents, staff, teachers and students encouraged to attend.

Each of these advisory councils should operate under bylaws, goals and objectives appropriate to its own needs. The councils should operate within the following requirements:

- The council will serve as an advisory body to the principal, with the understanding that the principal is the responsible decision-maker who will work closely with the council in developing policies and procedures to be followed in the building.

- . The council will have membership which includes parents, staff and students (where ages are appropriate).
- . The council should be made up of members who have been elected by the groups which they represent.
- . Additional members may be elected by the council itself to ensure representativeness of the school community.
- . Functions of the council will include review of policy and procedures and development of recommendations, in line with the state-mandated PER process. The principal will review the school building's budget, staffing and staff development program with the council. Where feasible, members of the council should take part in staff development activities. The principal will solicit recommendations from the council regarding annual building level goals, curriculum evaluation procedures, assessment of student achievement, policies regarding student behavior beyond those in the City-Wide Discipline Policy, and the process of communication with parents/students and the school-community.
- . The council in a particular building may either assume the functions of, or delegate functions to, other building organizations, according to local option. For example, an existing PTSA could serve as the building council as long as the committee is willing to perform the functions stated above.

Building principals will be charged with the responsibility for initiating the advisory council, facilitating its operation, informing the school-community about its work via the school newsletter, and ensuring its effective functioning. Staff development opportunities for principals related to this function will be assigned high priority.

The development of each building council should be monitored by the line superintendent to whom the principal reports, through review of the council's initial bylaws, and an annual report on representativeness and scope of activity. Representativeness is defined as reflecting the diversity of the particular school's staff and school-community . . . by sex, geographic location of students, and racial and socio-economic characteristics of the school-community.

Encouraging Use
of Advisory
Committees and
Task Forces

Continue to encourage use of advisory committees and task forces beyond the building level which address specific functions or concerns.

Numerous standing committees and ad hoc task forces are now operating and offering valuable input for the decisions made by the Board and administration. Groups such as the PER committee and School Improvement Project Committee should be joined by others, including an Educational Alternatives Task

Force, Budget Advisory Committee, and Community Relations Advisory Committee. Ideally, staff and community representatives work together to apply their expertise to particular subjects.

The school district should encourage the further development of parent task forces focusing on particular educational programs common to a number of schools. The Open Schools Task Force and Montessori Task Force have brought staff and parents together to define common goals for their educational programs. The development of similar groups around other program choices would foster program integrity and strength.

Initiating a
Coordination and
Communications
Network

Initiate a process Fall 1982 to provide a coordinating and communications network among school buildings through umbrella organizations representative of the building councils.

Citizen groups such as the Area Advisory Councils and the City-Wide PTSA Council, made up of representatives from individual schools, have provided an effective communications network and have provided leadership for citizen task forces. With the reorganization of the school district, an umbrella organization or organizations may be needed to carry on this essential support function. A transition team, composed of community and school people, will work with the Superintendent to consider how best to link the building advisory councils in an effective communications and leadership network. Recommendations should be developed Fall 1982.

It should be made clear that the spirit of the recommendations on citizen involvement is more important than the specific details. No one technique will work for every school or citizen. The need will always be for a pragmatic approach . . . do whatever works to support citizen involvement in educational concerns . . . particularly the involvement of parents in the education of their children.

COMMUNICATIONS

Sense of Direction

An open, two-way communication system is essential in the Minneapolis Public Schools. The public school system must improve and expand external communications between the school district and the community. The school district must also develop and maintain a free-flowing internal communication exchange among the members of the Board of Education, staff and students.

The communication system must be open and accurate, timely and pertinent information must be shared between the schools and the community. Open, also, for employees within the Minneapolis Public Schools system to continually exchange information. Two-way in that each party listens and offers feedback.

The Minneapolis Public Schools must actively promote itself to parents of current and prospective students, to Minneapolis residents, to the media, community institutions and the business and labor community. Educational opportunities for every community are available within the Minneapolis Schools. This information needs to reach people who are external to the school system. At the same time, the schools need to be able to respond quickly and accurately to requests for information from the press, other media, community institutions, parents, residents, etc.

The goal of free-flowing internal communication exchange among the members of the Board of Education, staff and students is complementary to the mission of communications between the Minneapolis Public Schools and the public. It speaks to a constituency with a vested interest in the success of the public school system. Employees, through their daily activities, tell something about the Minneapolis Public Schools. Each one needs to present a positive image of the schools and provide a positive force in communicating about the schools. Collectively, the Minneapolis Public Schools' staff is the system's best public relations resource.

The Action Plan items which follow describe: 1) an improved system of external communications between the Minneapolis Public Schools and the community; and 2) an improved system of internal communications among the members of the Board of Education, staff and students.

Action Plan

External Communications

Hiring Public Information Staff

Hire a full-time public information and communications person to be housed in a new Office of Community Development and Community Relations.

The Office of Community Development and Community Relations is described in the section on "Organization of Resources." The office will be responsible for marketing the schools to clients, for supporting strong community participation programs, for fostering partnerships with the business and labor community, and for providing liaison with other governmental units.

A full-time public information and communications person experienced in media relations and in working with groups will take the lead in structuring a communications program.

Developing a Public Information Plan

Develop a public information plan to accomplish the goals of a multifaceted external and internal communications program.

The overall plan must satisfy the following criteria:

- Identify and use the expertise of school and community employees/individuals to carry out communication functions.

- . Appoint and work with a Communications Advisory Committee including representatives from Media Services, including KBEM (the Minneapolis Public Schools radio station), Graphic Services, Information Services, and school/community relations.
- . Ensure coordination with each school information team (the principal of each school having responsibility for the establishment and ongoing activities of the information team of that school) and for the preparation, submission and clearance of news releases.
- . Select and work with "key communicators." These are individuals in school buildings and programs to whom other staff members listen and for whom they have respect, and opinion leaders in the school-community. These people would take responsibility for seeking out information and for disseminating accurate and timely news about the school(s).
- . Avoid duplication of materials, and provide materials in form to be cost-effective.
- . Provide consistency by having materials in a "camera-ready" form for school publicity.
- . Identify target audiences according to their need to receive information about the schools, such as parents of current and prospective students, Minneapolis residents, senior citizens, and the business and labor community -- especially realtors and personnel departments. Communications methods should be geared to the target audience.

Promoting the
Schools

Develop a program for promoting the schools, using brochures, media releases, advertising, videotape presentations and a speakers' bureau.

The Minneapolis Public Schools offer a range of educational program options without equal in the state. The location of the school system in an urban community allows access to a multitude of public and private resources which provide support for learning objectives. Diversity is the district's major strength. Diverse methods of communication are needed to market the school district's programs:

- . Brochures for individual schools and district subdivisions. The overall design and method of presentation will be developed district-wide. Each school will then individualize the brochure by describing its programs, staff and the aspects which make the school unique. Individual school brochures will then be combined to present a composite picture of the school options available in each subdistrict or cluster. Distribution will include: preschool

programs, Latch Key programs, preschool screening programs, the Greater Minneapolis Day Care Association, all child-care centers, local churches and community centers.

- . Media releases to newspapers (city-wide and neighborhood), TV stations and radio stations. Centralized news releases have been lacking. Important and timely news items of interest to many people do not reach the target audiences. There is real interest in the community for information on the school system, and this interest can be satisfied through releases to the media.
- . Advertising through billboards in the community and posters on buses. Advertising is a valuable ingredient for marketing a product. The Minneapolis Public Schools offer opportunities for lifelong learning, and can market its product through the use of advertising.
- . Videotape presentations at neighborhood locations, conventions and school lobby areas. The district has an excellent media department with personnel who have produced videotapes on programs within the Minneapolis Public Schools. These tapes can be used to reach a wide range of audiences.
- . An amplified and coordinated schedule of speaking engagements is needed to reach as wide an audience as possible. Audiences should include existing neighborhood organizations such as the Planning District Citizen Advisory Committees and local school groups to involve the entire school community.

Providing Information to Schools and Their Communities

Use the following mechanisms to provide information to schools and their communities and to respond to requests for information: school site information manuals, computerized newsletters to school sites, school newsletters, annual reports, parent handbooks, fact sheets for special meetings and events, district-wide promotions for school ceremonies, Town Halls, an information hotline, key communicators, a computer-assisted calendar, conferences and workshops.

A variety of mechanisms are available to provide information. Particular emphasis should be placed on providing a newsletter for every school through the school principal.

- . School Site Information Manuals should be available at every school location for employees, parents, students and visitors. The manual might include background information on school budget processes, district goals and objectives, staff assignments, program descriptions, and current news releases. The public information

person should provide district-wide information inserts and additional sections would be provided by staff in the individual schools.

- . Computerized newsletter to school sites. The technological equipment and expertise necessary to have instantaneous transmission of information to and from individual school sites is now available within the school district. The computerized newsletter is now being piloted. In addition to providing immediate access to current information, the use of computerized newsletters will provide training and experience on computer equipment for school staff and students.
- . School bulletin and newsletter. School newsletters provide ways for staff, students and the community to share a feeling of "owning" their schools . . . a method for personal input into schools. They complement the computerized newsletters by providing in-depth reporting for individual school locations.
- . Annual report. State law requires that annual reports be published to provide the public with information on public organizations. The Minneapolis Public Schools should reflect pride in its products through the publication of a distinctive report which will be widely available.
- . Parent handbook. As district-wide and school building policies are developed, they will become available in handbooks distributed to all student households. Policies would include discipline, transportation, school programs, etc.
- . Fact sheets for special events. Scripts to ensure accuracy and continuity will be provided by the public information person for special meetings and events.
- . District promotions. When events occur which have major impact on students, staff and the community, the Minneapolis Public Schools should recognize and acknowledge their importance by sponsoring ceremonies. Beginnings and endings are important occasions which require ceremonies to reinforce and strengthen the feeling of continuity within the community.
- . Town Halls. The Town Hall process of bringing people together to discuss major school issues has been effective and too little used. The school district should sponsor Town Halls twice a year where people will discuss educational futures and report back to the Board of Education and school administration.

- . Hotline. A hotline now connects all Minneapolis Public Schools offices and serves an important function in providing daily updates to staff. This hotline would have information on frequently asked questions in addition to the capability of reaching the correct person to provide the information requested.
- . Key communicator in each school location. The key communicator concept is again mentioned to reinforce the important function served. Key communicators in each school location provide channels for both receiving information from the Community Development and Community Relations office and for providing information to that source.
- . Computer-assisted calendar. The district has the technological equipment to coordinate and maintain a master calendar of all events taking place within the district. This calendar would be available on every school's microcomputer.
- . Conferences, workshops involving the superintendent and school personnel. Workshops such as the Administrators' Workshop held each August provide an important function in keeping staff informed about the Minneapolis Public Schools and providing them opportunities to have input into their system. Each employee acts as a representative of the Minneapolis Public Schools and serves in a public relations capacity. The knowledge gained from these workshops filters back through the schools into the general community.

Providing Infor-
mation About
Community
Education

Develop and maintain a city-wide and neighborhood information system relative to the services of Community Education.

Each community school program will establish an ongoing information process at their school level in cooperation with the K-12 program and staff. Each community school will maintain an information system within its attendance area.

Community education will continue to publish information of the school district to facilitate the information process, such as the district's Annual Report.

Public relations should be part of the normal charge of city-wide and local community advisory councils.

Internal Communications

Establishing an Internal Inform- ation System

Establish an internal information system that will anticipate and respond quickly to needs for accurate information. Avoid duplication between the internal and external public information activities by coordinating both through the Office of Community Relations and Community Development, subject to supervision by the Superintendent of Schools.

The Office of Community Development and Community Relations will provide the technical expertise for the production and promotion of brochures, media releases, multi-media productions, spokespersons, public relations, and related functions. A uniform format will be established to facilitate distribution and cost control. These mechanisms have been described in the preceding sections on external communications.

The process of internal communication should always be two-way. The staff must know they "own" part of the system. Their input must be solicited, their views respected and used and their information needs met if the system is to be trusted, respected and used.

Encouraging Interpersonal Skill Training

Encourage growth in the interpersonal and intra-personal communications skills of district personnel and students by exploring three strategies: "quality circles," advisor/advisee systems, and communications skills training.

There is an urgent need to improve and expand communications among people in the school district so there is a feeling of trust, openness and honesty. Among the first round of staff development programs piloted by the new Department of Human Resources should be workshops for principals and department managers to consider strategies for improving interpersonal communication skills of staff. These might include:

- . Quality circles, in which a small team of employees (10-15 persons) doing similar work meets regularly to identify, analyze and solve work-related problems. It involves a philosophy of participative management that assumes employees can creatively contribute to solving operational and productivity problems, if given a chance.
- . Advisor/advisee system, in which every student is assigned, 15-20 in each group, to teachers, or to teachers and all building staff. Tried in a few schools in Minneapolis, the advisor/advisee system offers an opportunity for students to develop a closer relationship with an adult than would be possible in the relationship with a counselor who serves approximately 400 students.

- . Communication skills training, including tools such as the Johari Window. The Johari Window is a tool for analyzing interpersonal communication in order to increase openness and trust. It is an example of one training technique used in workshops to develop communication skills.

The proposed communications system is not meant to be "trickle-down" as much as it is meant to be "bubble-up." Once established and carefully nurtured, the system can meet the two-way needs for both internal and external communications. The district should have the capacity to listen and respond to its own heartbeat.

DESEGREGATION/INTEGRATION

Sense of Direction

The Minneapolis Public Schools are committed to providing an integrated, culturally diversified educational environment in which all students (regardless of race, sex, or national origin) will benefit from excellent instructional programs. The Desegregation/Integration Plan will ensure EQUITY in opportunity for students, EXCELLENCE in the educational programs, and long-term STABILITY and PREDICTABILITY for the Minneapolis community.

EQUITY mandates that the plan will affect both minority and majority students in a fair manner regarding transportation and assignment. EXCELLENCE in the educational programs means that high quality instructional programs will be available to all students. STABILITY means that the same grade organizations and program offerings will be made available to students and families for the five-year period. PREDICTABILITY means that school attendance areas will be established and maintained for the five-year period so everyone can plan for the future.

The Desegregation/Integration Plan and Facilities Plan (described in the section on "The Organization of Resources") converge on program options that assure all students a quality integrated education in the most appropriate building strategically located in the district. Buildings are located to minimize transportation needs yet meet the minority/majority student percentages required by the U.S. District Court. At the same time, the number of facilities is reduced to allow for more efficient operation of the district.

Equity

The subdivision boundaries have been drawn so that the residents within those boundaries will attend its schools. Minority and majority students will both have equitable travel time and access to program options and transfers subject to space and desegregation requirements. All schools participate in the plan and will have minority student populations that are well within the desegregation requirements. The same minority student percentage maximums exist for all buildings housing the same grade levels. School closings are slated for all sections of the city depending largely on existing student population and building condition. The location of new magnets and alternative programs allows easiest access for all children and maintains and enhances desegregation.

Educational Excellence

By organizing the plan into general subdivisions with common program options, the K-12 sequence for students can be planned by parents. Students have a wide variety of program options from kindergarten through 8th grade, and in Grades 9-12 can continue a learning style option or select a magnet program which may emphasize specialized content areas. Also, the District is instituting benchmark testing, a centralized curriculum with objectives that students must achieve, and special training programs to assist teachers in working with students. The K-12 sequence is planned to allow follow-through for students in Alternative Programs, as well as the chance to branch out into new content emphasis through the magnet programs. Special emphasis will be placed on meeting the needs of students in Grades 7 and 8 through program improvements. The 9-12 Comprehensive High School will have a guaranteed and extensive course offering to ensure parents that an excellent program will be available in every high school in the District.

Stability and Predictability

Stability is provided by location of alternative programs and placement of school grade levels in buildings for the entire five-year period. Predictability is ensured by a K-12 subdivision plan and program options that will allow parents/students to plan their education. Two-way controlled enrollment is eliminated as a technique that may cause students to unexpectedly attend an unanticipated school. The student projections have been studied carefully through 1986-87 and beyond so the District can ensure the longevity of the Plan, unless, of course, dramatic and unexpected events occur.

The Desegregation/Integration Plan includes the desegregation techniques deemed acceptable by the Board of Education and community in their responses during the first cycle of the long-range planning process. Included in the plan are the development of a number of magnet programs, open enrollment in alternative programs, voluntary transfers, school closings, clustering of schools within a large geographic area, pairing of schools, programmatic desegregation on a full-day trimester basis, and boundary changes. Techniques that were not considered acceptable and are therefore not included are: programmatic desegregation which requires movement during some part of the day to take courses in another facility; and two-way controlled enrollment as a standard student reassignment technique.

Table 1 shows the techniques for desegregation which were employed or considered in the plan.

Table 1. Techniques for Desegregation

Desegregation Techniques	Elementary Schools	Junior High Schools	Senior High Schools
<u>I. Voluntary</u>			
a. Magnet Programs			Automotive Business and Service Occupations Central Science/Math/ Technology KBEM Radio Broadcasting Technical Occupations Visual and Performing Arts
b. Open Enrollment/ Alternatives	Subdivision including variety of alternatives of interest to residents in the subdivision. A special enrollment procedure based on choice.	Open options are available in K-8 Open Schools. 7-8 Fundamentals Programs are available at Franklin, Sanford, and Anthony. The K-12 Free School is at Hall. The remaining schools have contemporary programs. (Northeast Folwell, and Anwatin.)	Open option at South. Fundamentals at North. K-12 Free School at Hall.
c. Voluntary Transfers	Program transfers available within subdivision and to adjacent subdivision for elementary montessori program option. Also K-12 Free.	Program transfers available within subdivision and to K-12 Free but not to adjacent subdivisions.	Program transfers to magnet and alternative programs, city-wide, are available.
	Transfer procedures will be developed.		
d. Programmatic Desegregation (Part of School Day)	not used	not used	not used
<u>II. Mandatory Desegregation Techniques</u>			
a. Pairing Schools	Used in each subdivision, generally in K-3, 4-6 groupings.	not used	not used

Desegregation Techniques	Elementary Schools	Junior High Schools	Senior High Schools
b. Limited Two-Way Controlled Enrollment	Eliminated	Eliminated	Eliminated
c. Grade Reorg.	Basically a K-6 plan, with 3 K-8 schools available 8 cases of K-3, 4-6 schools and 1 case of a K-2, 3-6 school grouping. A K-12 Free school.	Basically a 7-8 plan, with some students in K-8 schools and a K-12 Free School.	A 9-12 plan, with a K-12 Free school.
d. Boundary Changes	Boundaries changed for all schools.	Boundaries changed for all schools.	Boundaries changed for all schools.
e. School Closing/ Mergers	13 schools closed.	2 schools closed. (Also, Olson closing as a junior high)	3 schools
f. Clustering by Geographic Area	3 Subdivisions	3 Subdivisions	3 Subdivisions
g. Programmatic Desegregation (Full day, one trimester per year)	not used	not used	Full trimester at 2 schools.
h. Islands	One instance.	not used	not used

School locations, attendance area boundaries, and program locations are shown in the Facilities section under "The Organization of Resources." More than student assignments are included in integration, however. As shown in the Action Plan items which follow, minority representation on faculties, affirmative action to improve the racial balance of school staff, and human relations guidelines are also needed to promote integration. More material on affirmative action policies is included in the section on "The Organization of Resources."

Action Plan

Meeting Requirement Regarding Minority Percentage of Student Enrollment

Ensure through 1986-87 that the percentage of minority students in any school will not exceed by more than 15 percent the district-wide average of minority students for the grade levels housed in a school. Significantly involve every school in the district in the desegregation/integration effort.

The school district's desegregation planning has been guided since 1970 by external ceilings on the percentage of minority enrollment allowed in any one school facility. From 1978 to 1981, the district operated under a formula ordered by the U.S. District Court: it set 39 percent as the ceiling in a building for any one minority group and 46 percent as the ceiling for minorities overall. The overall increase in minority enrollment (from 13 percent in 1970 to 33 percent in 1981) along with an unequal distribution of minority percentages by age group and geographic location of residence required application of a variety of desegregation procedures, including voluntary and mandatory methods of moving students and programs. District compliance with the Court's order was maintained, but at the expense of stability within the system.

In the approved draft of Part 1 of the Five-Year Plan, the district committed itself to the goal of desegregating its schools in order to provide an integrated educational environment for its students, regardless of the city's patterns of de facto housing segregation. Spring 1981, the district pledged to the U.S. District Court its intention to develop a five-year Desegregation/Integration Plan which would, in turn, guarantee that the minority percentage of students in any school would not exceed by more than 15 percent the district-wide average of minority students for grade levels housed in that school and also stated that all schools in the district would be significantly involved in the Desegregation/Integration Plan. While the Five-Year Plan has been developed, the U.S. District Court has allowed a 50 percent limit on minority enrollment for any school during the 1981-82 school year.

Desegregation planning has been keyed to projections for enrollment by census tract of student residence. Data has been projected statistically to show the estimated K-12 student population in each census tract. The minority/majority student percentages have been computed for each year for each grade of students. With these projections, school boundaries could be drawn and grade-level projections and majority/minority student projections could be made.

Table 2 translates the projections into grade-level combinations and lists the projected minority student percentages anticipated through 1986-87, with the maximum minority student percentage which schools containing those grade levels could have each year, given the 15 percent guideline.

Table 2.

Projected Minority Student Percent and Maximum Minority
Student Percent Allowed By U.S. District Court/State
Guidelines

	1982-83		1983-84		1984-85		1985-86		1986-87	
Grade Org.	Proj.	Max %	Proj.	Max %	Proj.	Max %	Proj.	Max %	Proj.	Max %
K-2	39.42	54.42	40.54	55.54	41.17	56.17	41.21	56.21	41.17	56.17
K-3	39.87	54.87	41.33	56.33	42.00	57.00	42.51	57.51	42.53	57.53
3-6	39.44	54.44	42.34	57.34	44.22	59.22	46.39	61.39	47.72	62.72
4-6	38.87	53.87	41.83	56.83	43.97	58.97	46.27	61.27	48.07	63.07
*K-6	39.51	54.51	41.53	56.53	42.78	57.78	43.95	58.95	44.69	59.69
*K-8	38.57	53.57	40.82	55.82	42.73	57.73	44.24	59.24	45.17	60.17
*7-8	35.38	50.38	38.48	53.48	42.56	57.56	45.38	60.38	47.20	62.20
*9-12	30.91	45.91	32.75	47.75	34.72	49.72	37.06	52.06	40.11	55.11
K-12	36.16	51.16	38.31	53.31	40.21	55.21	41.96	56.96	43.63	58.63

*Preferred grade organization patterns, Draft of Part 1, Five-Year Plan

Table 2 shows that all of the preferred grade organization combinations will have minority student percentages in the 40 percent range by 1986-87. The maximum allowable desegregation/integration percentage ranges from 55.11 percent to 62.20 percent. The additional 15 percent allowed in the desegregation/integration formula provides needed flexibility to integrate every school, cope with segregated housing patterns, allow voluntary transfers and program choices, and provide stability and predictability through 1986-87.

The district's Five-Year Desegregation/Integration Plan will meet the minority percentage guidelines by closing schools, locating open enrollment program options in facilities strategically located to achieve racial balance, and redrawing boundary lines. All of the changes will be implemented Fall 1982 in order to guarantee stability for the five-year period. Every school in the district will be affected. Pairings and boundary changes ensure that schools which formerly had low minority enrollments will participate fully in the Desegregation/Integration Plan. Pairings of elementary schools, and continuity in programs from elementary to junior to senior high schools ensure that minority and majority students will bear approximately equal transportation burdens, to the extent that transportation is really a burden. The Facilities Plan in the section on "The Organization of Resources" describes the resulting pattern of facilities, program locations, and boundaries.

Table 3 shows the projected minority student percentages for 1982-83 and 1986-87 by school. All schools will comply with desegregation guidelines on maximum minority percentages.

Mandatory programmatic desegregation will be used in two schools. Students in grades 9, 10 and 11 at North and Edison will switch schools for one full trimester each year. All students except those in magnet programs, those who voluntarily make permanent transfers improving racial balance, and those whose movement will not contribute to desegregation will be involved in the mandatory programmatic switch. Majority students in full-time enrollment at North and minority students in full-time enrollment at Edison will not participate in this switch. The switch will be on an all-day basis.

By using conservative figures in areas such as building capacity, by counting students in special programs as full-time students, based on their place of residence, and by planning on below maximum capacity scheduling of school classrooms, further insurance is provided that the plan will last through 1986-87. If highly unique and unexpected events occur which cause schools to be unable to stay under the maximum minority student percentage allowed, backup and largely voluntary desegregation techniques will be used to assist with compliance: special student recruitment activities, school waiting lists, and perhaps limited controlled enrollment even though it is deemed an undesirable strategy.

All current Principal's Agreement, Principal's Agreement Appeal and Voluntary Special (Urban) Transfers are cancelled at the end of the 1981-82 School Year. For the Five-Year Plan, there will be a student transfer policy. The two primary criteria for the approval of a transfer request will be: the availability of space in the requested school or program, and the maintenance of desegregation guidelines. The transfer provision will be administered by the Equal Education Support Department. The enrollment projections seen in Table 3 do not include any estimate for transfers or for assignments to Special Education sites.

Guaranteeing
Minority Staffing

Continue to staff each elementary school with a minimum of one full-time licensed minority faculty person and each secondary school with no less than six percent licensed faculty persons.

The school district will remain committed to faculty racial balance as defined by the U.S. District Court's orders of May 1972: before there are more than two minority teachers in any one elementary school, there shall be at least one minority teacher in all elementary schools, and every secondary school will have a minimum of six percent minority faculty. Based on student population, 12 percent is a desirable goal.

Table 3. Projected Minority Student Percent and Maximum Allowable Minority Student Percent, by School, 1982-83 and 1986-87

<u>School</u>	<u>1982</u>		<u>1986</u>	
	<u>Projected Minority Enrollment</u>	<u>Maximum Permitted Minority Enrollment</u>	<u>Projected</u>	<u>Maximum</u>
<u>Elementary</u>				
Bethune (K-3)	47.31	54.87	49.56	57.53
Holland (4-6)	44.16	53.87	51.69	63.07
Olson (K-6)	39.67	54.51	40.06	59.69
North Star (K-3)	36.47	54.87	44.26	57.53
Waite Park (4-6)	39.32	53.87	53.82	63.07
Loring (K-3)	28.09	54.87	35.67	57.53
Putnam (4-6)	33.42	53.87	41.98	63.07
Webster (K-8)	37.86	53.57	35.54	60.17
Lincoln (K-6)	40.00	54.51	40.00	59.69
Hall (K-12)	32.57	51.16	33.532	59.63
Andersen (K-8 Open)	49.04	53.57	53.18	60.17
Andersen (4-6)	39.67	53.87	64.63	63.07
Cooper (K-3)	46.00	54.87	55.22	57.53
Hiawatha (K-3)	41.67	54.87	56.93	57.53
Howe (K-3)	49.51	54.87	55.28	57.53
Wilder (K-6 Fundamentals)	48.92	54.51	53.05	59.69
Wilder (4-6)	39.74	53.87	56.34	63.07
Keewaydin (K-3)	40.46	54.87	38.60	57.53
Morris Park (K-3)	41.43	54.87	44.64	57.53
Wenonah (K-3)	47.40	54.87	49.48	57.53
Bancroft (3-6)	49.76	54.44	56.75	62.72
Ericsson (K-2)	46.93	54.42	45.41	56.17
Seward (K-6)	44.50	54.51	51.25	59.69
Tuttle/Marcy (K-6)	24.65	54.51	27.25	59.69
Field (4-6)	35.71	53.87	46.17	63.07
Hale (K-3)	34.65	54.87	38.37	57.53
Lyndale (4-6)	37.40	53.87	44.96	63.07
Kenny (K-3)	33.97	54.87	31.46	57.03
Armatage (K-3)	36.64	54.87	38.88	57.03

Table 3. (continued)

<u>School</u>	<u>1982</u>		<u>1986</u>	
	<u>Projected Mincrity Enrollment</u>	<u>Maximum Permitted Minority Enrollment</u>	<u>Projected</u>	<u>Maximum</u>
<u>Elementary</u>				
Kenwood (K-6)	48.22	54.51	50.88	59.69
Fulton (K-6)	21.12	54.51	23.55	59.69
Jefferson (K-6)	49.70	54.51	47.55	59.69
Burroughs (K-6)	41.96	54.51	47.55	59.69
Barton (K-8)	29.12	53.57	32.73	60.17
<u>Junior High</u>				
Anwatin (7-8)	35.60	50.38	50.30	62.20
Folwell (7-8)	37.00	50.38	45.30	62.20
Sanford (7-8)	38.50	50.38	54.00	62.20
Anthony (7-8)	26.60	50.38	34.30	62.20
Franklin (7-8)	35.80	50.38	47.20	62.20
Northeast (7-8)	40.40	50.38	46.70	62.20
<u>Senior High</u>				
Roosevelt (9-12)	32.60	41.20	45.91	55.11
South (9-12)	31.20	45.91	47.80	55.11
Southwest (9-12)	28.60	45.91	36.40	55.11
Washburn (9-12)	20.40	45.91	25.50	55.11
Edison (9-12)	35.50	45.91	52.10	55.11
Henry (9-12)	39.90	45.91	48.60	55.11
North (9-12)	32.80	45.91	43.20	55.11

Faculty transfers resulting from building mergers and closings will be closely monitored by the district to ensure compliance with this staffing guideline. For secondary schools, assignment of teachers will be made until a building is 50 percent filled. Then, if the building does not meet its six percent requirement, it will offer positions to minority teachers, by seniority, until the six percent is achieved. For elementary schools, bidding for positions will continue until only the final vacancy remains. Then, if the minimum requirement is not fulfilled, a minority teacher will be added.

An integrated environment requires integration of staff as well as of students. Although the minority student population is approximately 33 percent of the total, the minority staff percentage is approximately ten percent. The district will conduct an aggressive campaign for the recruitment of minority persons into available job openings, as described in the Action Plan items dealing with Affirmative Action, within the section on "The Organization of Resources."

Updating Human
Relations
Guidelines

Update the "Human Relations Guidelines for Minneapolis Public Education in the 1970s" to support the district's commitment to integration in the 1980s.

In 1967, the Minneapolis Board of Education first adopted Human Relations Guidelines. In 1970, the Board adopted its guidelines for the 1970s, setting out its goals, programs and approaches for improving educational opportunity.

In 1982, much of what was said in 1970 holds true: "Excellent education in Minneapolis in the coming decade will require new plans and an even greater effort. We cannot wait for housing patterns to change. Such a delay would deny quality integrated educational experiences to even more students than are currently deprived of such experiences. It is fortunate that today there are students from minority groups in all Minneapolis Public Schools. This has permitted the opportunity for deeper and broader human relationships. In this decade of excellence in Minneapolis public education, each school will be affected. Within the resources available to the school district, each child will be provided education experiences to develop his own potential fully."

Now there are new plans and will be an even greater effort. Housing patterns in 1980 show promise for desegregation, which tends to follow school desegregation. It is likely that the involvement of all schools in the Five-Year Desegregation/Integration Plan will continue to effect desegregation in the city's housing patterns. But regardless of housing patterns, the district will continue

in its commitment to guarantee both equity and excellence in its educational programs . . . and to prepare all students for effective participation in a multi-racial community.

The Superintendent is now working with a task force to create "Human Relations Guidelines for the 1980s." The product should be included in the Five-Year Plan submitted for approval to the Board of Education April 1982.

THE ORGANIZATION OF RESOURCES

Effectiveness and efficiency are the two criteria by which to judge the Minneapolis School District or any other organization. Effectiveness in the Minneapolis Public Schools is evaluated in terms of accomplishing the school district's educational mission. Efficiency is evaluated in terms of the productivity of the people who perform the work of the organization.

The Minneapolis Public School District is one of the largest, most complex organizations in the Upper Midwest . . . in the diversity within its delivery system . . . in its number of employees . . . and in its budget elements, which add up to \$175 million in annual expenditures and \$400 million in capital. The district is one of Minnesota's largest employers and is concerned with the same question which concerns any large industry: "How can we best organize our people and our capital resources to get the job done?"

The organization must be accountable for the achievement of its educational mission, resulting in improved student learning achievement.

The "job" has been defined by the Board of Education's Mission Statement: guaranteeing every student equal access to an excellent educational program which will challenge him/her to reach his/her highest intellectual potential, assuring achievement of clearly defined and measured basic skills.

In order to be accountable, the district must establish and monitor achievement of objectives related to each of these items: equitable access for every member of the district's diverse student population; equity in the quality of the program offered in every school; challenging coursework related to information about each student's achievement and potential; clearly defined curriculum objectives; assessment of individual achievement based on those objectives; and individualized learning strategies developed as needed to assure progress toward achievement of objectives. These goals and objectives must be centrally developed and monitored in every school and classroom. The plan describes an organization and process to assure accountability.

The Minneapolis Schools must be reorganized to accomplish the educational mission at less cost.

When the school district was last reorganized in the 1970s, it served 60,000 pupils K-12. Now there are 39,000 pupils, with further decline to 35,000 expected during the next five years. The present decentralized organizational structure fits a growth mode, encouraging overlapping functions. A different structure and management style are appropriate to the overwhelming need for cutting back. The organization must be lean and trim, with clear reporting lines, job definitions and lines of authority, and strong central leadership in order to make budget cuts, implement building closings and generally, "Do more with less." Rapid change must be swiftly initiated to scale down the organization so that the district can meet its goal of providing stability for the following five-year period.

Organizational structure is a tool for getting the job done. It must be adaptive to different stages of organizational development. What fits a growing organization does not fit an organization which is scaling down. The leadership needs of a growth organization are different from those of an organization which is cutting back.

Since 1973, when the school system's administrative structure was decentralized into three area offices, student enrollment has declined from 60,000 to 39,000. Employee reductions have been continuous since 1975, occasioned both by budget cuts based on declining enrollment and on gradual attrition of federal and state support programs.

The plan directs reorganization which provides the authority and flexibility for the central administration to adapt to changing budget requirements, but which also scales down the administration and capital resources in order to focus the district's financial resources on the classroom.

The resources of the school district must be focused on the classroom in order to improve the educational program - the learning experience of every Minneapolis Public School student.

The classroom teacher is the manager of learning. The principal is the leader who must manage resources within the school building to support classroom learning. All of the administrators and support personnel of the school district must be organized to provide the resources which support classroom learning. The "resources" include everything from setting curriculum objectives to trash pick-up to health services to staff development. It is essential that the classroom teacher be able to set high expectations for student performance . . . and have the resources to succeed.

Efficiency is evaluated in terms of the productivity of the people who perform the work of the organization. The staff must be mobilized and their commitment secured. They must assume ownership for the work of the organization and feel good about their part in it. What are the qualities of an efficient personnel organization?

- . An open system of communications
- . Trust and mutual commitment to a clearly defined organizational plan
- . A system of operation geared to performance objectives, with clear lines of responsibility and job descriptions which clearly define roles
- . Emphasis on the quality of the work life -- the climate for learning in the schools

An efficient organization is one in which the productivity of employees is maximized because they are both challenged and given the resources to succeed. The plan describes an organizational structure which challenges the school staff through the development of city-wide educational objectives, but also provides more control over school building resources in order to encourage participative management. A centrally coordinated human resources development program will support the reorganization described in the plan.

The organization of the school district will be restructured to:

- . Centralize authority for decisions regarding the management of the district as a whole, and at the same time to
- . Decentralize authority for decisions regarding the management of the school building.

The central administration will be responsible for defining and monitoring achievement of curriculum objectives, for coordinating educational and management support services, for locating and maintaining the district's facilities and programs, and for making finance and personnel decisions which affect the district as a whole.

Resources will be apportioned to each school based on city-wide guidelines.

The principal in the school building will be responsible for working with staff and community to adapt resources such as staffing, budget and personnel development to the needs of the individual school.

This basic organizational pattern will encourage flexible, grass- roots management in the school buildings with accountability to the central office, doing away with area offices. The "what" will be decided centrally, but the "how to" will be decided in the individual work unit, the school. Participative management involving all of the building's staff and the school-community will be encouraged.

This pattern of decision making should result in an organization which is both cost-effective and flexible, maintaining the central control necessary for accountability while allocating the authority to the individual school staff to adapt available resources in order to maximize productivity and improve the climate for learning.

This, then, is the direction to be taken by the school district as it reorganizes its personnel and decision-making structure. The goal is to motivate staff to improve student achievement and to provide a delivery system responsive to the community. What follows are the strategies recommended to pursue the sense of organizational direction.

CENTRAL ADMINISTRATION

Sense of Direction

The central administration will be responsible for defining and monitoring achievement of curriculum objectives, for coordinating educational and management support services, for locating and maintaining the district's facilities and programs, and for making finance and personnel decisions which affect the district as a whole.

This Five-Year Plan increases the responsibility of the central administration in the following areas: 1) strengthening an integrated curriculum and student services system achievement of curriculum objectives; 2) adding an ongoing planning function; 3) adding a public information/community relations function; and 4) broadening personnel functions to include performance appraisal, coordination of staff development, and implementation of an affirmative action plan.

Despite an increase in responsibilities, the size of the administrative structure for the school district will be scaled down in order to focus resources on the classroom.

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Cutbacks will be made in the number of personnel working outside of the classroom. These cuts will be achieved by: 1) eliminating the district's area offices; 2) cutting back on the number of building-related personnel such as principals and custodians through school closings; 3) scaling down the size of the Superintendent's Cabinet; 4) merging departments; and 5) screening all certificated staff not affiliated with school buildings.

Figures 9, 10 and 11 show organization charts for the school years 1981-82, 1982-83, and 1983-84.

Action Plan

Reducing the Superintendent's Cabinet

Discontinue the three area offices and the title of Area Superintendent by Fall 1982. Reduce the number of superintendents by one, by assigning line responsibility for one-half of the K-12 schools to each of two Associate Superintendents of Operations, effective 1982-83.

The district has been totally decentralized into three areas (West, East and North) since 1975. Three Area Superintendents have been responsible for line operations. They and the Deputy Superintendent, Associate Superintendent for Educational Support Services, and Associate Superintendent for Management Support Services have made up the Superintendent's Cabinet.

Beginning 1982-83, all of the school principals will report to two Associate Superintendents of Operations. The Superintendent will define the division of workload between the two Associate Superintendents before the Five-Year Plan is submitted to the Board for approval April 1982. The effect of this Action Plan item is to reduce the size of the Superintendent's Cabinet by one person.

Continue to review and evaluate the top administrative organization during 1982-83.

Subject to that review, discontinue the position, Associate Superintendent for Educational Support Services, in 1983-84. The Superintendent will make a decision by May 1983.

Scaling Down and Clarifying Report Lines

Merge Federal Programs with Finance.

Reduce one Federal Programs administrator in 1982-83 and one in 1983-84. Merge the financial reporting functions of Federal Programs with Finance. Transfer the remaining Federal Program functions to the Office of Planning, Development and Evaluation.

Figure 9

MPS ORGANIZATION CHART, 1981-1982

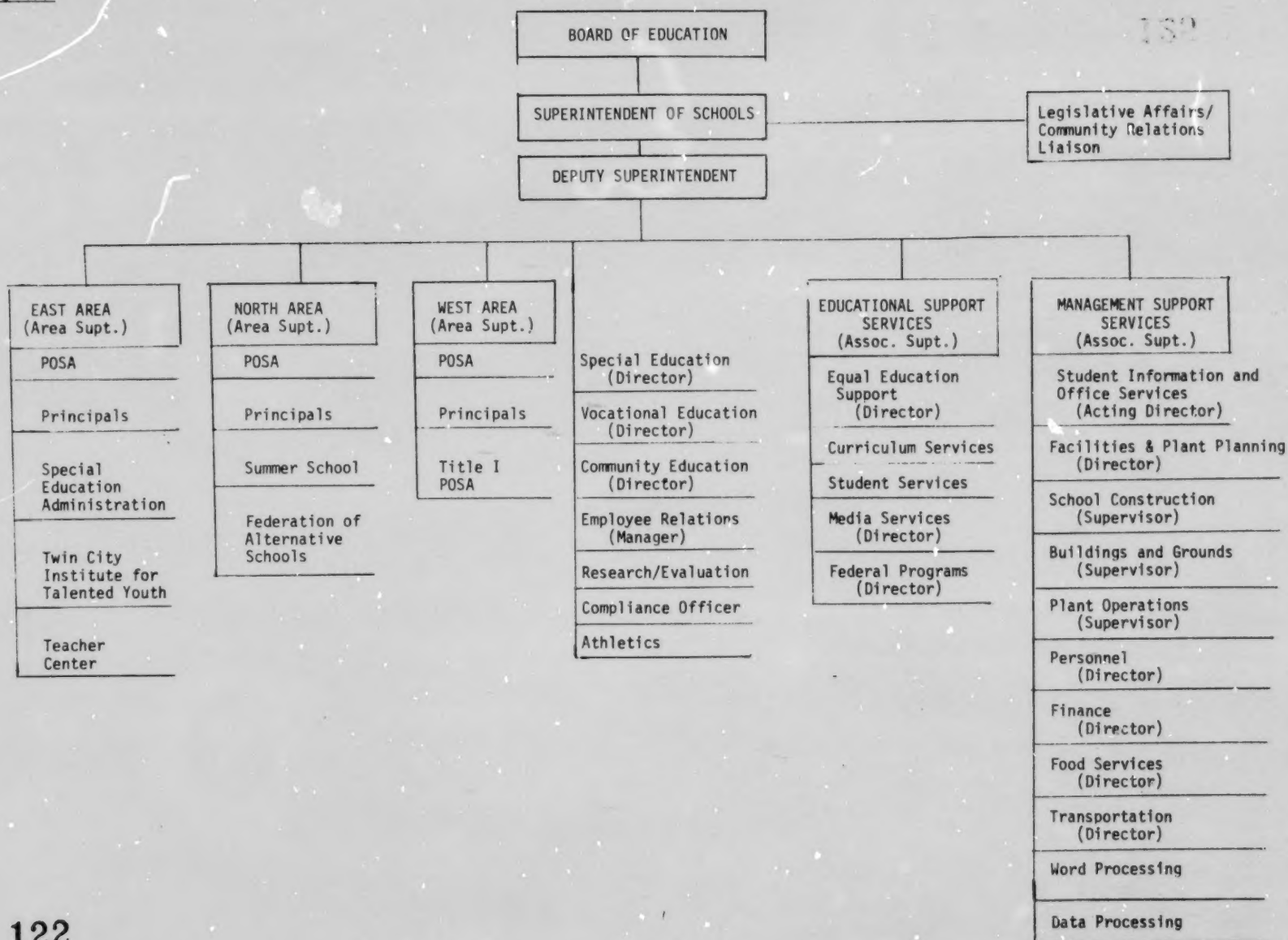


Figure 10

STUDY OF ORGANIZATION: A Part of Minneapolis Public Schools' Long-Range Plan

Proposed for 1982-1983

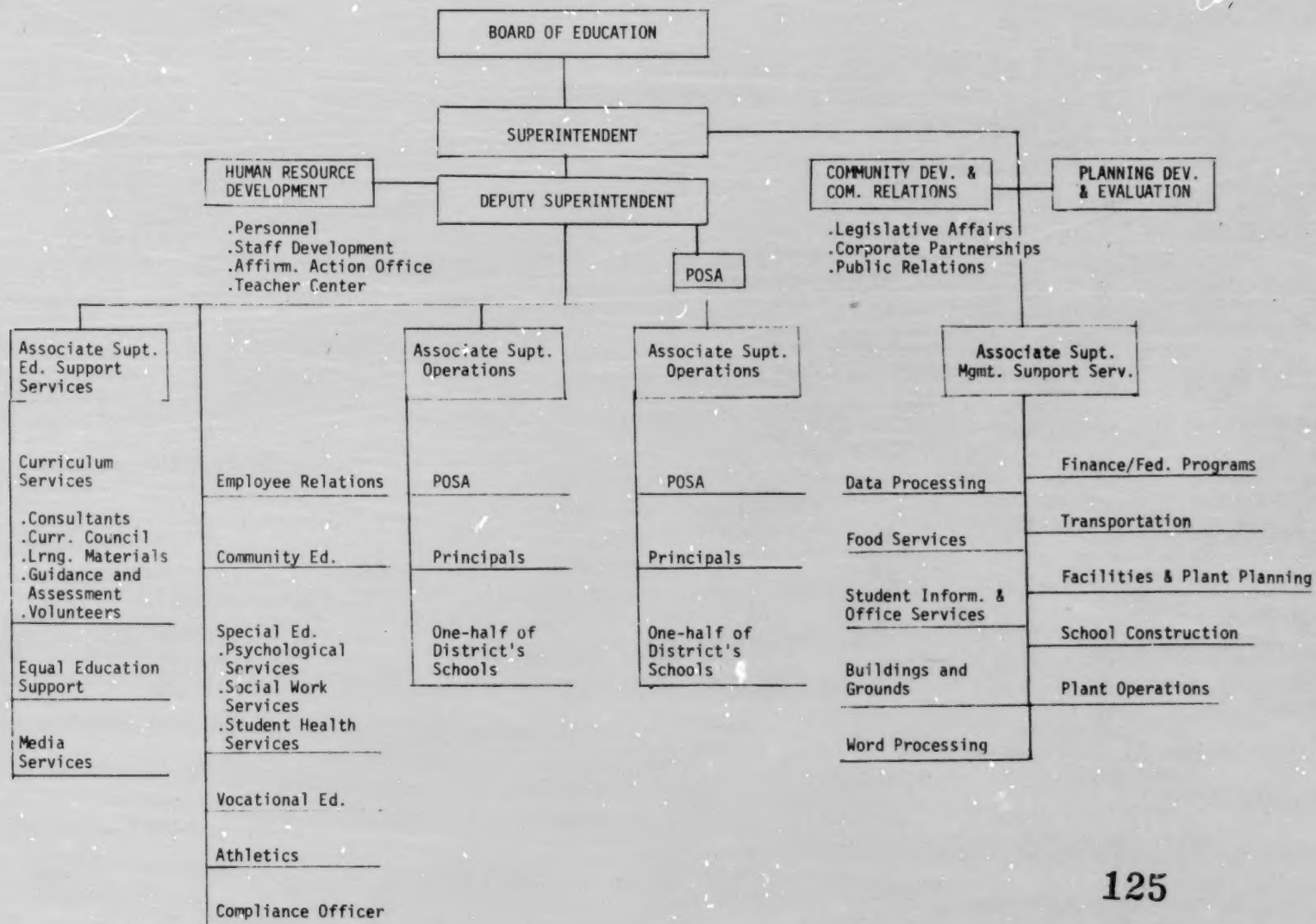
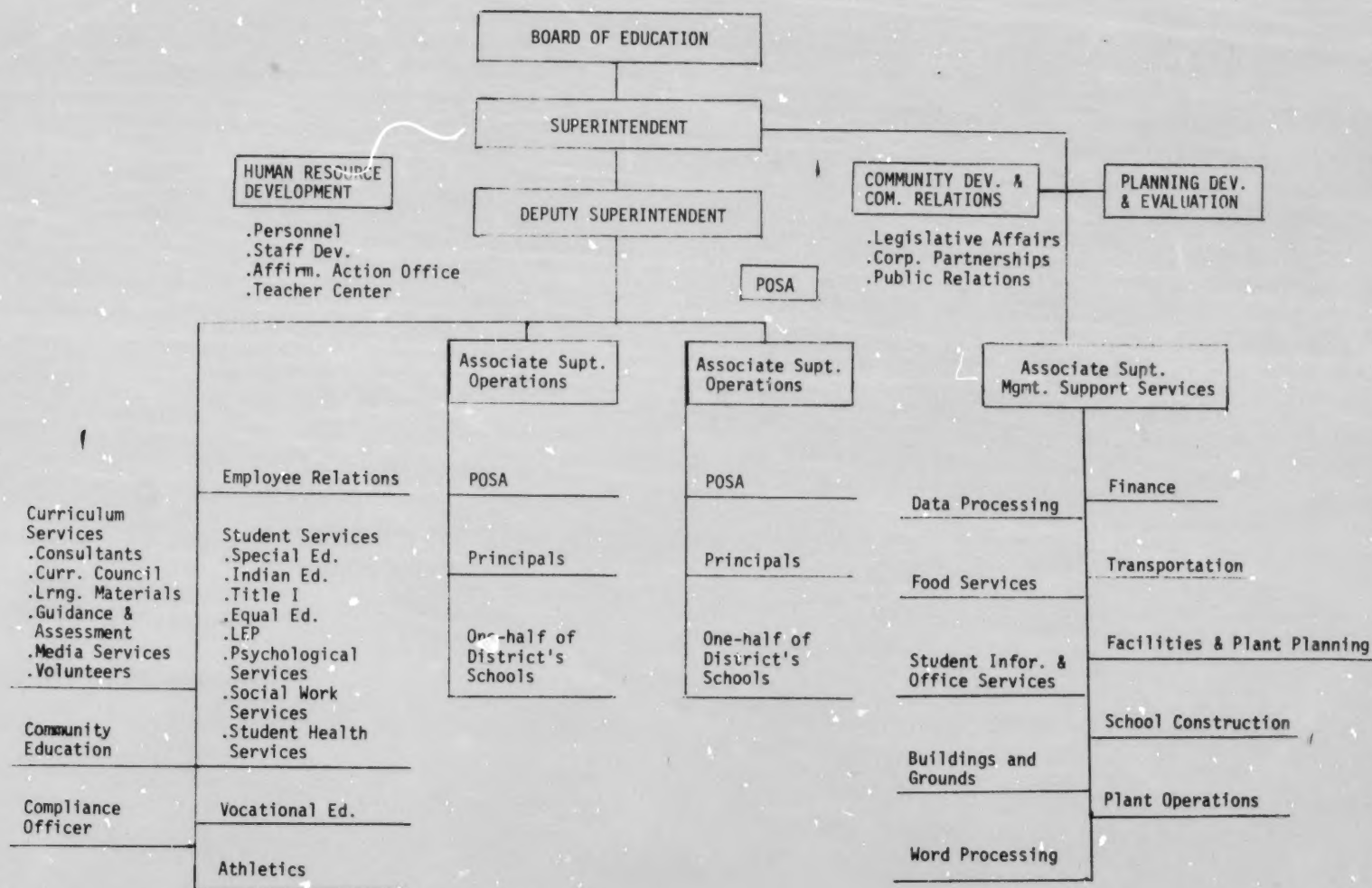


Figure 11

STUDY OF ORGANIZATION: A Part of Minneapolis Public Schools' Long-Range Plan
Proposed for 1983-1984



Review and update job descriptions for all administrative positions within each division and department.

This review is necessary for the purpose of developing clear definitions of the responsibilities for each position. The Personnel Department will be responsible for supervising the development of job descriptions, to be completed by June 1982.

Change the report line of the Associate Superintendent of Management Support Services from the Deputy Superintendent to the Superintendent, effective 1982-83.

This action will give the Superintendent direct access to budget information during the five-year planning period when the financial future of the district is likely to continue to be uncertain.

Require all budget center managers (excluding principals) to write job descriptions for each non-administrative position classified as a teacher (e.g., resource teacher, teacher on special assignment, counselor on special assignment) as part of the 1982-83 budget process.

The Superintendent will establish a review panel, including principals and administrators, to screen all non-administrative positions and to assign each a priority ranking according to criteria established by the Superintendent's Cabinet.

This is similar to zero-based budgeting. On paper, all positions in this category will terminate and the budget center managers must build a case for each position. The criteria will be consistent with the district's Mission Statement and will identify the bottom 25 percent and the top 25 percent.

Complete the implementation of the new double-shift management system at the Minneapolis Technical Institute by Fall 1982.

The Director of Vocational Education will be responsible for evaluation of the model which will include a formal performance appraisal of the four administrators: Campus Director, Administrator of Business Affairs, Administrator of Instruction, and Assistant Campus Director.

Change the title and work year of the existing coordinator of programs in the Special Education Department to another title, and to 48 weeks, to show the supervisory role of this position.

The need for this change will be increased with the merger of services described in the items which follow.

Reorganizing
Curriculum and
Student Services

Organize educational services within two departments: a Department of Curriculum Services and a Department of Student Services. Provide a process to guarantee appropriate interface between the departments.

Declining financial and human resources make it imperative to cooperate and integrate at all levels. An interrelated model of delivery of curriculum and student services will meet the diverse needs of all students. The school district has the responsibility to design its instructional program to benefit individual students and to concentrate its resources as equitably, efficiently, and effectively as possible. Said another way, the resources previously available in categorical allotments should be pulled together to meet the common objectives for all students. This includes special education, Title I, Indian Education, Limited English Proficiency. Further, the role of curriculum consultants would be to address the curriculum needs of all students and to design instructional programs which would suit a range from preliterate to highly gifted students; programs which will meet the needs of students of all socio-economic backgrounds, and programs, strategies and interventions that will enable the highest degree of success possible for each student.

Assign leadership responsibility to the Curriculum Generalist for direction of the Department of Curriculum Services, beginning 1982-83.

The Department of Curriculum Services will be responsible for assuring that subject curriculum offerings throughout the district be articulated, integrated and coordinated city-wide. It is important that concepts and skills taught should be articulated, integrated and reinforced throughout the curriculum at all developmental stages and levels. The department would have overall responsibility for all alternative and replacement programs throughout the district.

Assign responsibility for Guidance and Assessment Services and for those areas of Health Services pertaining to curriculum to the Department of Curriculum Services, effective 1982-83.

Several items in the Five-Year Plan reinforce the close relationship of Guidance Services to delivery of the educational program. School counselors will manage the school assessment program, report results to students and parents, work with teachers to assure that students make choices regarding their educational program that will facilitate maximum student achievement, work with classroom teachers to facilitate programs suited to developmental needs. Planning for expanded courses in Health is clearly a curriculum development function. The reorganization to bring these services, which are presently located in separate Student Services Departments, into the Department

of Curriculum Services fits the district's intent to integrate curriculum services. The curriculum specialist in Health would report to the Director of Health, Physical Education and Athletics. A city-wide coordinator of Guidance and Assessment Services would continue to be essential.

Study the feasibility of including Media Services within the Department of Curriculum Services beginning 1983-84.

Media Services personnel will play a major role in implementing the district's objectives with regard to technological development and technological literacy. Media technology is integral to the delivery of the educational program. A feasibility study would be conducted 1982-83 to consider the effects of including Media Services in the Department of Curriculum Services.

Create a Curriculum Coordinating Council by Fall 1982.

The function of the Council will be to legitimize district curriculum through a process of establishing curriculum priorities with necessary budget support and timelines for identification, development, implementation and evaluation.

The Council will include representative teachers, principals and curriculum consultants, with ex-officio representatives for special projects. The Council will establish priorities based on the Five-Year Plan and provide the mechanism to facilitate follow-up. The function is to provide a communications link and coordinate curriculum efforts, in order to identify "the Minneapolis Public Schools curriculum." The Council would provide a process for evaluation of curriculum proposals and would provide an interdisciplinary network.

Each educational program such as Special Education, Title I, Indian Education, Limited English Proficiency Program, and Equal Education Support should assign part of a staff member's time to work on the Curriculum Coordinating Council.

Assign responsibility to the Department of Curriculum Services for staffing the City-Wide Advisory Committee (CWAC). Direct the City-Wide Advisory Committee to evaluate its organization and to recommend modification, if any, or a new committee organization consistent with the changes contained in the Five-Year Plan.

The City-Wide Advisory Committee of teachers is now formed by teachers sent as representatives from area advisory committees, which are in turn made up of teacher representatives from each school building. With the elimination of the area offices, a new organizational framework must be proposed. Also, the functions of CWAC may

need revision with regard to the objectives of the Five-Year Plan, particularly its role with regard to curriculum development.

Transfer responsibility for Social Work Services, Psychological Services, and Student Health Services to the Department of Special Education effective Fall 1982.

In order to comply with State guidelines and receive reimbursement from Special Education funding, both social workers and school psychologists must demonstrate full-time involvement with handicapped students. This pattern of reimbursement appears to justify moving the services from separate departments to include them under Special Education. Full-time involvement with handicapped students' denotes services to students only after identification as handicapped. In reality, social workers will be able to provide services throughout the special education process which includes identification, assessment, referral to non-special education as well as special education resources, and educational activities related to teaming, planning and placement. These services are likely to occur before a student's IEP is written, and for many students for whom an IEP is never developed. Thereafter, long-term, ongoing social work services would only be available to students with IEPs. In short, 'full-time involvement in the special education identification, assessment, planning and placement process' allows for an interpretation of a broader and more meaningful role for social workers.

The Student Health Services staff includes nurses, health services assistants, and chemical dependency counselors. They meet a variety of special individual needs as well as providing programs for all students. It appears that responsibility for these services would be appropriately located in Special Education. It is assumed that each of these services would continue to require a city-wide coordinator.

Assess the feasibility of merging Special Education, Title I, Indian Education, Equal Education Support and Limited English Proficiency programs into a single Department of Student Services beginning 1983-84.

This action would further the direction to develop an integrated delivery system for curriculum and student services. With all of the educational services organized within these two departments, working together to meet the needs of all students, efficiency and effectiveness should be achieved.

The Deputy Superintendent should present recommendations based on the feasibility study to the Superintendent by May 1983. It may be appropriate for the Deputy Superintendent to recommend some portion of the merger prior to 1983-84.

Continuing
Planning

Establish an Office of Planning, Development and Evaluation
reporting to the Superintendent, effective 1982-83.

The school district has a record of adapting to changing conditions, but past planning has been more piecemeal than comprehensive and long range. The district's commitments to the present planning process are commendable, but more is needed. The school district must demonstrate its capability to implement the Five-Year Plan. There is a need to audit implementation of the long-range plan and to provide a means to continue planning as an integral part of the school organization.

All departments in the district should develop their own five-year plans consistent with the district's Five-Year Plan. Department heads should transmit their plans to the Office of Planning, Development and Evaluation so that an ongoing file will be available encompassing all district plans.

The Office of Planning, Development and Evaluation should work with the Superintendent to establish a "think tank" made up of representatives from the Greater Minneapolis community who will work with the Superintendent's Planning Council. This Five-Year Plan is conservative in that it tightens up lines of authority in order to achieve accountability for student achievement, and cuts back resources to meet the needs of declining enrollment and budget cuts. The plan does not adequately address educational futures extending into the 21st century, although current students will be facing adulthood in the next century. Techniques for brainstorming, developing scenarios and forecasts are useful planning techniques and should be applied both in the "think tank" and in community forums.

Coordinating
Community
Relations and
Community
Development

Establish an Office of Community Development and Community
Relations to include legislative affairs, corporate
partnerships and funding, and all public relations
communications for the district. The office will report to
the Superintendent, effective 1982-83.

The Office of Community Relations and Community Development should be responsible for public information/relations, legislative liaison, and promotion of partnerships with the business and labor community to assist with the implementation of the Five-Year Plan.

The section on "Communications" addressed the need to hire a public information person who would develop and implement a public information plan. A legislative liaison is already employed by the school district. Another person should be hired to be responsible for raising funds for the district from corporations and foundations. This implies coordination

of program planning with representatives from the private sector who might then provide funding to support programs.

The staff person in Community Development would be seen as a service provider who would help the faculty and administration to review their ideas and seek outside funding. An appropriate vehicle for corporate donations may be a Minneapolis Public Schools Foundation. The board of a Foundation would provide a vehicle to determine policies and priorities for outside funding of educational programs. There is now no systematic process for seeking funding sources or evaluating projects which seek outside funding. A decision regarding the desirability of setting up a public school foundation should be determine by Spring 1983.

Expanding
Personnel
Functions in a
Department of
Human Resources

Establish a Department of Human Resources effective 1982-83, reporting to the Deputy Superintendent. The department's functions would include those of the present Personnel Office and Teacher Center plus coordination of performance appraisal, coordination of staff development, minority recruitment, and development of a five-year personnel plan.

The Department of Human Resources will be responsible for developing and revising annually a five-year personnel plan which will include projections of staffing needs and surpluses. These projections will be useful in helping determine the number of job openings which will assist the campaign for recruiting minority personnel, described in a later Action Plan item. Responsibilities for performance appraisal and coordination of staff development are also described in the Action Plan items which follow.

Other identified personnel needs to be accommodated within the new department might include an employee assistance program to provide counseling for individual needs (e.g., career and personal guidance), in-service for managers to be more proficient in counseling employees in career development, and an in-service program to familiarize all new employees with the organization.

Expanding
Performance
Appraisal

Assign responsibility to the Department of Human Resources for developing and managing an improved and expanded personnel performance appraisal system.

The formal performance appraisals presently used by the school system are used basically to assess whether performance is adequate to warrant continued employment during a probationary period or to warrant tenure. They are used for evaluation rather than employee development. They are not geared to job descriptions or performance objectives. The rating systems are subjective rather than objective, with supervisor judgments susceptible to error or bias.

The Board of Education and administration are committed to performance appraisal for all district employees and to an appraisal system which does more than evaluate behavior. Overall, the appraisal process should be a tool for staff development.

The system of performance appraisal will be designed to:

- .. maintain and improve performance;
- .. bolster morale;
- .. identify employees for promotion;
- .. determine optimal conditions for an employee's success;
- .. identify organizational strengths and weaknesses;
- .. identify employees in need of employee assistance programs;
- .. identify needs for in-service; and
- .. serve as an evaluative basis for termination if needed.

The system will:

- .. evaluate all employees;
- .. tie performance objectives to the school district's goals and objectives as expressed in the Five-Year Plan;
- .. include appraisal on work-related personal characteristics;
- .. call for appraisal by the employee's immediate, direct supervisor;
- .. allow for twice-yearly conferences; more often, if appropriate, for probationary employees;
- .. allow for employee response to evaluation; and
- .. allow for employee participation in developing job improvement targets.

The performance appraisal system will start from the top, not only with the total commitment of the Board and administration, but also with appraisal first of the system's managers.

The School Improvement Model Project (SIM), now in its second year, is piloting teacher and administrator appraisals. Criteria for appraisal focus on the leadership behavior of principals, to encourage their role of instructional leadership, and on the instructional management behaviors of teachers. The basic thrust is to improve instruction and student achievement of basic skill curriculum objectives.

The School Improvement Project, which links teacher and administrator behaviors with student achievement, is an important district effort. The project, being jointly carried out with four other school districts, receives funding from the Northwest Area Foundation. Itself a five-year effort, the project will facilitate the

development of performance appraisal systems for teachers and administrators. Other systems will be developed for other classifications of personnel.

System accountability for student achievement requires an effective system of performance appraisal, as mentioned in the sections regarding "Basic School and Life Skills" and "School Building Management." Performance objectives must be related to the system's overall objective of progress in student learning. A timetable for development and implementation of performance appraisal systems will be included in the implementation plan published June 1982.

Coordinating
Staff
Development .

Assign responsibility to the Department of Human Resources for central coordination of the staff development process.

The goal will be to provide comprehensive services to foster personal and professional growth for the continuous self-renewal of all employees. To meet that goal, a process will be developed that:

1. Coordinates staff development efforts across the district and between Minneapolis and other school districts.
2. Addresses district needs and priorities.
3. Focuses on identifying needs and then linking resources to meet those needs.
4. Utilizes internal staff resources, including the U of M/MPS Teacher Center, to the maximum degree possible.
5. Provides funds for local building needs based on a staff development plan developed by each school's principal and staff with input from the community.
6. Communicates to all staff information about district priorities and objectives relevant to staff development needs.
7. Concentrates resources on leadership training for principals.
8. Includes formative and summative evaluations of the process.

The Human Resources Department will work with Curriculum Services and the Curriculum Coordinating Council to communicate information about district objectives and priorities and to make learning materials available. The decisions as to how to meet staff development needs within the framework of district priorities will be made at the building level.

The central coordinator will develop and maintain a resource directory to inventory the skills of district personnel. The coordinator will also develop liaison with community and business resources to identify training opportunities for district personnel, including opportunities for district managerial personnel to participate in corporate management development/leadership training where appropriate.

The staff development program will emphasize the following elements:

- .. programs which are concrete and aimed at specific skills;
- .. opportunities for staff to practice new skills and receive feedback;
- .. programs which use peers as resources, with opportunities to observe peers who have mastered and are practicing the desired skills;
- .. programs which use local resource personnel rather than outside consultants;
- .. programs which are timely and address needs as they occur;
- .. programs which encourage cooperation/collaboration between support staff and the line organization; and
- .. equitable access for all staff to development programs.

Recruiting
Minority
Personnel

Conduct an aggressive campaign through the Department of Human Resources for the recruitment of minority personnel into available job openings.

The Mission Statement guarantees students "equal access to an excellent educational program in an integrated environment." An integrated environment requires integration of staff as well as of students. While the percent of minorities in the student population is increasing at the rate of approximately two percent per year, the percent of minority staff is relatively stable. Although the minority student population is approximately 33 percent of the total, the minority staff percentage is approximately ten percent. Because minority staff have tended to be recent hires and layoffs are governed strictly by seniority rules, there is little chance for increasing their percentage without a major recruitment effort. The following steps for minority recruitment are recommended:

1. The Personnel (Human Resource) Department, each Spring beginning in 1983, will project the number of new hires of certificated personnel by department and recommend to the Board of Education that an allotment be approved for recruiting purposes. This will be done with sufficient lead time to allow on-campus recruiting to take place and contracts to be offered to qualified applicants.
2. All information on job openings will be disseminated aggressively, including the use of media which includes the minority community and through minority groups.

Internally, all job openings will be posted in a central location at the administration building as well as being distributed to school buildings and departments.

3. The Minneapolis Civil Service Commission's time lag between applying, testing and interviewing creates obstacles for minority applicants. The district will establish a task force made up of staff from the affected groups as well as from Personnel and Equal Education Support to review the district's relationship with the Commission and to identify the full range of problems with its service.

Proposals have been advanced to reorganize the City's personnel function. The district's task force will be formed Fall 1982 to evaluate the City's personnel function as it is organized at that time.

4. The district will, during 1983-84, organize a task force to review, within a public forum, the implications of seniority in the tenure law and union contracts. The task force will include representatives from all of the affected employee groups.

Designating an
Affirmative
Action Officer

Designate an Affirmative Action Officer who will report to the Superintendent and who will be responsible for the implementation and monitoring of the district's Affirmative Action Plan, beginning 1982-83.

The specific duties of the Affirmative Action Officer shall be to:

1. Conduct a Work Force Analysis.
2. Determine underutilization.
3. Conduct an analysis of impediments to goal achievement.
4. Make an annual report with recommendations to the Superintendent's Cabinet on the effectiveness/success of the Affirmative Action Plan.
5. Receive, investigate, attempt resolution and make recommendations on complaints filed under the complaint procedure in the Affirmative Action Program.
6. Maintain records of complaints processed.
7. Disseminate information to staff on employment discrimination legislation, district's grievance procedure and affirmative action program.
8. Consult with department administrators as is appropriate.
9. Conduct EEO/AA training for school principals and department heads.
10. Assure compliance with the Affirmative Action Program.

Assuring
Affirmative
Action

Assure effective implementation of the district's Affirmative
Action Plan, 1982-87.

The Minneapolis Board of Education approved an Affirmative Action Program December 8, 1981. It states the Board of Education's intent to apply its equal employment opportunity policy to recruitment, selection, placement, training, compensation, benefits, promotions, transfers, disciplinary actions, layoffs, recall from layoff, and terminations for all school district employees. The policy will be extended regardless of race, color, creed, religion, ancestry, national origin, sex, affectional preference, handicap, marital status, status with regard to public assistance, Vietnam era status and age.

The approved program also describes:

- . Procedures for communicating its policy and Affirmative Action Plan;
- . A work force analysis using definitions from the Equal Employment Opportunities Commission (EEOC). (See Table 4.)
- . A utilization analysis which showed underutilization of minorities in the following classifications:
 - 1) Guidance
 - 2) Media
 - 3) Consultants/Supervisors of Instruction
 - 4) Custodial Service
 - 5) Laborers
- . An analysis which showed underutilization of women in the following classifications:
 - 1) Secondary Assistant Principals
 - 2) Secondary Teachers
 - 3) Guidance
 - 4) Consultants/Supervisors of Instruction
 - 5) Custodial Service
 - 6) Laborers
- . An analysis of future job opportunities in these classifications showing underutilization of minorities and women;
- . Goals and timetables with regard to the underutilized categories;
- . The district's Equal Employment Complaint Procedure;
- . Appendices charting employment and summarizing applicable laws.

The long-range goals of the affirmative action program are stated as philosophical commitments:

- . Achieving a total minority staff representation reflecting the percentage of minority students in the school system;
- . Achieving an equal balance between men and women administrators.

Table 4. Work Force Analysis - 1981 - By EEOC Category

CLASSIFICATION	TOTAL	MINORITIES		WOMEN	
	NUMBER	NUMBER	PERCENT	NUMBER	PERCENT
Officials & Administrators	36	5	13.89	8	22.22
Secondary Principals	25	7	28.00	4	16.00
Elementary Principals	52	6	11.54	14	26.92
Assistant Principals	35	13	37.14	6	17.14
Elementary Teachers	779	101	12.97	624	80.10
Secondary Teachers	709	75	10.58	256	36.11
Other Classroom Teachers	490	36	7.35	353	72.04
Guidance	66	6	9.09	18	27.27
Psychologists	19	2	10.53	16	84.21
Media	61	3	4.92	50	81.97
Supervisors of Instruction	10	0	0	3	30.00
Other Professional	535	54	10.09	377	70.47
Teacher Aides	703	151	21.48	647	92.03
Technicians	33	6	15.79	22	57.89
Clerical/Secretarial	536	41	7.65	506	94.40
Service Worker	755	51	6.75	347	45.96
Skilled Crafts	306	27	8.82	19	6.21
Laborers	31	1	3.23	3	9.68
Total Reported	5186	585	11.28	3273	63.11

Source: "Official Count of Staff" for 10-15-81. Distribution is according to one of several sets of categories. This set is comparable to the definitions used to report to EEOC.

In an effort to achieve these long range goals and to maintain the staffing levels which already exist, a series of short range goals have been established. These goals are for the percentage of minorities or women hired or promoted to fill vacancies as they occur. Goals are stated for one year increments through October 15, 1986.

Licensed Personnel

It is a goal of the Minneapolis Public Schools to average at least the stated percentage of minority new hires during the period.

From	To	Percent
October 16, 1981	October 15, 1982	20
October 16, 1982	October 15, 1983	21
October 16, 1983	October 15, 1984	22
October 16, 1984	October 15, 1985	23
October 16, 1985	October 15, 1986	24

Civil Service Personnel

It is a goal of the Minneapolis Public Schools to average at least the stated percentage of minority new hires selected from those candidates certified to the district by the Civil Service Commission during the period. The Civil Service Commission will be advised of the Affirmative Action Program of the district and will be requested to assist in the attainment of the stated goals.

From	To	Percent
October 16, 1981	October 15, 1982	15
October 16, 1982	October 15, 1983	16
October 16, 1983	October 15, 1984	17
October 16, 1984	October 15, 1985	18
October 16, 1985	October 15, 1986	19

Administrative Personnel - Minorities

It is a goal of the Minneapolis Public Schools to average at least the stated percentage of minority new hires or promotions to administrative positions during the period.

From	To	Percent
October 16, 1981	October 15, 1982	25
October 16, 1982	October 15, 1983	26
October 16, 1983	October 15, 1984	27
October 16, 1984	October 15, 1985	28
October 16, 1985	October 15, 1986	29

Administrative Personnel - Women

It is a goal of the Minneapolis Public Schools to average at least the stated percentage of women new hires or promotions to administrative positions during the period.

From	To	Percent
October 16, 1981	October 15, 1982	25
October 16, 1982	October 15, 1983	26
October 16, 1983	October 15, 1984	27
October 16, 1984	October 15, 1985	28
October 16, 1985	October 15, 1986	29

Specific objectives have been set for hiring in the job categories which show underutilization of minorities and women. These goals show the number (minority/total) and percentage of minorities (M) and women (W) anticipated in the category at the end of each year noted.

Table 5. Goals for Hiring in Underutilized Categories

PERIOD	CURRENT			GOALS			
	10-15-81	10-15-82	10-15-83	10-15-84	10-15-85	10-15-86	
CLASSIFICATION							
Sec Asst Princ	(W)	6/35	6/32	6/30	7/30	7/29	7/28
		17.14	18.75	20.00	23.33	24.14	25.00

Table 5. (continued)

Secondary Tchrs.	(W)	256/709 36.11	257/675 38.07	249/640 38.91	240/610 39.34	232/580 40.00	225/550 40.91
Superv. of Instr.	(M)	0/10 0	*	*	*	*	*
	(W)	3/10 30.00	*	*	*	*	*
Media Specialists	(M)	3/61 4.92	3/58 5.17	3/56 5.36	3/54 5.56	3/52 5.77	3/50 6.00
Guidance Couns.	(M)	6/66 9.09	*	*	*	*	*
	(W)	18/66 27.27	*	*	*	*	*
Custodial Service**	(M)	25/415 6.02	26/400 6.25	26/390 6.67	27/380 7.11	28/370 7.57	29/360 8.06
	(W)	27/415 6.51	27/400 6.75	29/390 7.44	31/380 8.16	33/370 8.92	36/360 10.00
Laborers	(M)	1/31 3.23	*	*	*	*	*
	(W)	3/31 9.68	*	*	*	*	*

* No goals set since no vacancies anticipated

** Data as of 10-15-80

The implementation of the Affirmative Action Plan will entail meeting the short range goals as stated and correcting those categories identified as underutilized. It will also entail development of goals regarding promotion and training as well as implementation of goals for hiring. The implementation of an effective affirmative action program also requires close supervision of affirmative action requirements for contractors working on school property.

Managers who are in a position to impact the district's attainment of the Affirmative Action Plan goals will be required to actively participate in the implementation of the plan. Managers must develop goals for their department which support those of the Affirmative Action Plan, and they will be expected to work cooperatively with the Affirmative Action Officer in all aspects of plan implementation. In setting goals, managers will address both the short range goals and those categories identified as underutilized over which they have control.

Managers will submit their goals annually to the Affirmative Action Officer and they will submit a report to the Affirmative Action Officer indicating progress in meeting their goals.

Whenever necessary, managers may revise their goals and when necessary the Affirmative Action Officer will recommend to managers amendments to their goals in order to achieve a balanced plan.

Broad and continuing involvement of all Minneapolis School personnel in communicating and implementing the Affirmative Action Plan will be needed if goals are to be met during the five-year period.

SCHOOL BUILDING MANAGEMENT

Sense of Direction

Greater authority will be assigned through the principal to the individual school to adapt available resources in order to maximize productivity and improve the climate for learning.

The central administration will establish educational objectives and monitor achievement of objectives. The school will decide how to accomplish the objectives.

More authority will be given to the principal to determine staff and budget allocations. Given the differences among school-communities, it is essential that school building managers have the flexibility to respond to the needs and interests of their staff, students, and school-communities. Although the single most important factor in education may be the quality of interaction between the student and the teacher, the single most important factor in effective schooling district-wide is the quality of leadership offered by the school principal.

Action Plan

Recognizing the Leadership Role of the Principal

Recognize the critical role played by the building principal as school leader and manager through negotiation of an annual agreement between the principal and the Associate Superintendent to whom he/she reports.

The agreement, on the basis of which the principal's performance will be appraised at the end of each year, should offer flexibility to the principal for situational management as well as defining priorities and expectations for building performance.

The key element in effective schooling is an effective principal who is able to take responsibility for control of the physical environment in the school, for developing the educational program for the building, for staffing and budgeting, for developing positive self-concepts so that teachers and other staff feel that they are an integral part

of the educational program, for staff development and the improvement of teacher effectiveness, for positive relationships with the school's parents/community -- for creating a positive climate for learning.

The range of responsibilities assumed by the effective principal requires a flexible, problem-solving leadership style and then the ability to adapt resources to solve the "how to" of accomplishing district objectives in ways that fit the unique needs of the individual school-community. The content of a negotiated agreement between the principal and Cabinet would include a statement of building priorities for curriculum and staff development as well as a staffing plan, budget, statement of building discipline policies, etc. It would become the annual plan for the building (supplementing the PER planning process), useful for establishing staff and community expectations as well as for establishing the central administration's expectations. The effective leadership of a principal will be judged primarily on the basis of progress in student learning.

As described in the section on "Parent/Student/Community Involvement," the principal will be aided in his/her management and assessment of school-community needs by a Building Advisory Council.

Assessing and
Developing the
Leadership
Skills of the
Principal

Assess leadership skills as a criterion for promotion or entry-level employment for Minneapolis school administrators. The Deputy Superintendent will recommend a principal selection process, to be in place Spring 1983, which will include criteria relating to the leadership skills of situational management.

Criteria for principal selection, currently determined in interviews by peers within the school system, are not specific. Following consultation with principals, the Deputy Superintendent will recommend improvements to the present system of selection which will specify criteria related to leadership potential.

Assign top priority in staff development to leadership training for principals.

Principal leadership is essential to creating a structured, caring, humane, challenging and supportive climate for staff as well as for students.

Representative principals will plan with the Human Resources Department to provide appropriate leadership training for principals. This training will be initiated in the Summer of 1982. An ongoing long-range program will be developed for implementation through the five-year planning period. Included in this staff development program will be a building-based needs assessment relative to the climate for learning, mentioned in the section on "The Learning Environment."

Developing a
Building
Discipline
Policy

Review the building's discipline policies annually in relation to the categorical items of the City-Wide Discipline Policy.

Every building must have its own statement of rules and consequences for student behavior, communicated to the staff, students and parents, and monitored by all building staff. This statement of building discipline policies should coincide with and supplement the City-Wide Discipline Policy.

The following principles should guide the development of a building discipline policy:

1. Parents and students should be included in considering building policies.
2. Building discipline rules and procedures should be clearly stated in writing, displayed in a prominent location in each building, and communicated to students and parents at the beginning of each school year.
3. Rules governing behavior should be administered fairly and consistently, regardless of the student's race, sex, socioeconomic background or any other bias.
4. Parents should be notified of minor, as well as major discipline problems.
5. Action should be taken to alleviate the need for suspension or expulsion later by holding both the student and the teacher accountable at an earlier stage.
6. Discipline policies and practices should focus on high expectations, prevention, early intervention and resolution of causative factors rather than on punishment.

Decentralizing
Staff
Allocations

Decentralize staff allocations to the building level beyond the classroom allocation or other limits which the central administration wishes to set.

The time is right to move more operational decision making to the building level commensurate with the pivotal role of the principal and staff. With cuts in services, categorical assistance is now offered in tenths of people. For example, the district might provide an elementary school with .4 of a social worker, .5 of a media specialist, .6 of a physical education specialist, .3 of a music teacher, .4 of an art teacher . . . adding up to 2.2 people. Could the school do more with a whole person doing more things than with a couple of tenths each of a few people? The district does not need to retain the right of decision at the central level. Buildings have individual needs and unique combinations of staff. It will be up to the principal

working with his/her staff and community to decide on the use of the staff allocation to be piloted in buildings 1982-83.

Decentralizing
Decisions About
Staff Develop-
ment Programs

Allow each school staff to decide how to use its staff development budget.

Although the central administration will strengthen its coordination of staff development, the purpose is to offer schools a variety of resources, from which they can select staff development programs appropriate to their needs. Teachers must be given the opportunity to work with the principal and bring together the resources to deal with the problems which they face. The principal should set up individualized programs for those individuals who have special needs. Involving the whole staff in programs needed by only a few wastes time. Often the best solution to a school problem is to allow staff time to work together, applying their own skills to find solutions. Staff development time will be used most effectively if the principal and staff decide on its appropriate application.

Reorganizing
Special and
Compensatory
Education

Redefine the roles and functions of personnel assigned to special and compensatory education in at least one elementary school by Fall 1982.

As a pilot project, the organizational pattern should be changed by replacing narrowly categorical Title I, Special Education, and Indian Education specialized services with a more "generic" base of service. The State Department of Education has indicated an interest in supporting such a developmental effort.

Classroom teachers' perceptions are that compensatory education is a problem. The ways of identifying students who are eligible for special or compensatory education are fragile and subjective. Since funding is based on identification and service for eligible students, there is little incentive to exit students from special and compensatory programs. However, it is becoming increasingly apparent that these categories are often poorly defined. Bringing narrowly defined programs into the mainstream, where the classroom teacher is the manager of learning and the experts are resources, is a need for the 1980s. This Action Plan item is compatible with the Action Plan item which calls for consideration of bringing Special Education and compensatory education together at the level of central administration in one Department of Student Services. It is also compatible with the assignment of responsibility for staff allocations to the building.

Delivering
Student Services

Cluster elementary schools for the purpose of assigning Social Work, School Health and Psychological Services, Spring 1982.

Social Workers and School Health Services personnel should be assigned Spring 1982 to clusters of elementary schools rather than to individual buildings within the cluster. Allocations should be made according to cluster student population and relevant student and family characteristics. Full-time assignments to clusters should be made wherever possible.

In Fall 1982, individual building/program assignments would be determined based upon the building/program population, relevant student and family characteristics, and special need populations. Cluster administrators and Student Services personnel would be responsible for this planning, and could make temporary or permanent adjustments throughout the school year depending upon changing needs.

Psychologists would be assigned to clusters from, and based in, the Central Office. Most likely, one (or more) psychologists would be assigned to a cluster.

All Student Services personnel assigned to a cluster would work wherever appropriate as a team to provide comprehensive services to families which cross buildings/programs and to address the needs of the total cluster (i.e., attendance, program transitions, in-service).

Although personnel would be assigned specific position time to individual buildings/programs within the cluster and report to the respective administrators, they would be available to other cluster buildings/programs in emergencies or crisis situations, or to share a special skill or interest.

The Student Services Cluster Team would build working relationships with Student Services personnel in all secondary schools which receive the cluster's elementary population to plan for student transitions and joint family interventions.

The Superintendent's Cabinet should define elementary clusters to facilitate the cluster-based model of Student Services personnel assignment.

FACILITIES

Sense of Direction

The Facilities Plan must result in efficient use of school buildings, equity in educational opportunities for students, excellence in the educational programs offered throughout the school system, and long-term stability and predictability for the Minneapolis community.

Efficient use of school buildings means matching enrollment projections for the five-year period 1982-83 through 1986-87 to building capacities. The district's present facilities can house 53,000 K-12 students but pupil

enrollment is now at 39,000 and is expected to decline to 35,000 by the end of the five-year planning period. The number of classroom spaces must be reduced through school closings so that enrollment projections will approximate building capacities. School closings must result in a cost savings that meets or exceeds the expectations stated by the Board of Education in Part 1 of the Five-Year Plan for an annual \$3 million minimum savings. This method of savings is in line with the Board's intention to focus the district's resources on improving the educational program.

Equity in educational opportunity for students suggests that similar program choices should be available for all parents and students. And it suggests that the plan must affect both majority and minority students in a fair manner regarding busing and assignment.

Excellence in the educational programs suggests that the plan must provide program quality at every site equal to or better than what exists in the student's present school. High quality instructional programs should be not only available but used by all students.

Stability means that grade organizations and program offerings will be assigned to buildings for the five-year period. Additional offerings will be made available as needs dictate.

Predictability means that school attendance areas will be established and maintained for the five-year period so parents and students can plan for the future. All closings will occur June 1982 so that the system can remain stable and predictable through the five-year period.

The objectives of equity, excellence, stability and predictability are identical to those for the school district's desegregation plan. The facilities plan and desegregation/integration plan must converge to assure all students a quality integrated education in the most appropriate buildings, strategically located to minimize busing needs and yet meet the minority/majority student percentage requirements established by the U.S. District Court and by State guidelines. The minority percentage of student enrollment in any school cannot exceed the district-wide average of minority students for the relevant grade levels by more than 15 percent during the five-year planning period.

The Facilities Plan takes into account the following elements:

1. Information about past actions and Board policies which should influence plan development -- including policies on grade organization, teacher-pupil ratios, educational alternatives, minimum enrollments, consideration of inter-governmental agreements, and previous MPS facilities studies.
2. Enrollment projections, 1982-87, including minority and majority enrollments for each grade based on place of residence.
3. Information on present and projected building capacities.
4. Ratings for every building based on program accommodation, physical condition, energy costs, operating costs, capital improvement needs, handicapped accessibility, safety, transportation accessibility, and proximity to community resources.

5. Information about parent choices of program options to help the district identify and locate programs to meet the demands of parents and students.
6. Requirement of desegregation/integration for every Minneapolis school, using techniques acceptable to the Board of Education.
7. Re-use criteria for deciding the future of those buildings closed as schools, offering flexibility to the school district for ongoing planning beyond the five-year period.

The Action Plan which follows takes account of these elements. For example:

- . The plan concentrates on the two grade organizations which the Board of Education has declared would be the focus in planning: K-6, 7-8, 9-12; and K-8, 9-12.
- . The classroom size of 28 which is now the standard for the district has been used for defining building capacity. The capacity will allow for a reduction of the teacher-pupil ratio to 1 to 25 in the primary grades, to be phased in during the Five-Year Plan timeframe, however . . . offered as a sense of direction by the Board of Education.
- . The plan expands the range of program choices based on the Board's commitment to educational alternatives. Six alternative programs would be available to elementary school students: Fundamentals, Contemporary, Continuous Progress, Montessori, Modified Open/Open, and a Free School. The Fundamentals, Modified Open/Open, and Free School alternatives will be available in addition to the regular secondary programs through the twelfth grade. Magnet programs concentrating on certain subject areas will be available to senior high school students citywide.
- . The plan provides for the minimum enrollment policies of the Board of Education by providing at least two classes in every grade in every elementary school, allowing alternative matching for student-teacher compatibility and teaming of teachers. It also provides enough students in each 9-12 comprehensive high school so that a full variety of course offerings can accommodate students going on to college and vocational-technical education as well as those going on to entry-level employment.
- . The plan keeps all park-school complexes, to honor joint agreements and expand learning opportunities.
- . The plan ensures reasonably high utilization of facilities through the five-year period to 1986-87, in a predictable and stable pattern of facilities. Table 6 shows the match between enrollment and capacity with and without implementation of the facilities plan.

Table 6. Enrollment/Capacity, 1982-87

ELEMENTARY SCHOOLS

School Year	Enrollment	Design Capacity		Building Utilization (%)	
		Present	Plan	Present	Plan
1982-83	19,970	28,660	22,237	70%	90%
1983-84	19,257	28,660	22,237	67%	87%
1984-85	18,899	28,660	22,237	66%	85%
1985-86	18,871	28,660	22,237	66%	85%
1986-87	19,043	28,660	22,237	66%	86%

JUNIOR HIGH SCHOOLS

School Year	Enrollment	Design Capacity		Building Utilization (%)	
		Present	Plan	Present	Plan
1982-83	5,103	8,554	5,694	60%	90%
1983-84	5,155	8,554	5,694	60%	91%
1984-85	4,859	8,554	5,694	57%	85%
1985-86	4,321	8,554	5,694	51%	76%
1986-87	3,918	8,554	5,694	46%	69%

SENIOR HIGH SCHOOLS*

School Year	Enrollment	Building Utilization based on 85% capacity			Building Utilization based on 100% capacity	
		28 per c/r capacity	30 per c/r capacity	30 per c/r capacity	28 per c/r capacity	30 per c/r capacity
		15,234 Present	11,081 Plan	11,665 Plan	13,035 Plan	13,724 Plan
1982-83	11,549	75%	104%	99%	89%	84%
1983-84	11,489	75%	103%	98%	88%	84%
1984-85	11,777	77%	106%	101%	90%	86%
1985-86	11,933	78%	108%	102%	92%	87%
1986-87	11,712	76%	106%	100%	90%	85%

* The capacity figures for the Senior High Schools have been calculated in four ways. First, they have been calculated based upon use of the classroom during five out of six periods in the day, with 28 or 30 students per classroom. This would allow teachers to stay in their classrooms without students during their preparation periods. This capacity figure thus represents 85% of actual capacity. Second, the figures have been calculated for use of the classroom during all six of the periods, with 28 or 30 students. This would require teachers to use other areas such as the faculty lounge or library for the preparation period. In both cases, the number of students assigned to laboratory spaces or other special purpose areas is consistent with present use and lower than the 28 calculated for a typical classroom setting.

- . Ratings for every building, mentioned in item 4 above, were used as the primary determinant for selecting buildings to be closed as schools. Exceptions were made only to accommodate desegregation needs or to reflect the population composition of the surrounding community. For example, a school with a relatively high rating in a community where there is insufficient school enrollment may have been proposed for closing. On the other hand, a school with a relatively low rating may have been saved because of its strategic location to draw majority students to a minority community. Few exceptions to the application of building ratings were made, however.
- . Information gathered from a survey of parents has been useful in developing magnet school offerings and locating educational alternatives in the areas where parents appear to be interested in particular program choices.
- . The Facilities Plan results in a Five-Year Desegregation Plan which meets the requirements of the U.S. District Court and the State Guidelines. The plan addressed commitment to minority/majority sharing of responsibility for desegregation/integration. The plan requires substantial involvement of all schools in Minneapolis and makes relatively equal demands for transportation on both majority and minority households. It uses desegregation techniques deemed acceptable to the Board, including: development of magnet programs; open enrollment in alternative programs, voluntary transfers, school closings, clustering of schools within a large geographic area, pairing of schools, and boundary changes. Other techniques which have been required during the past few years but which are considered undesirable by the community will be avoided: programmatic desegregation which requires movement during some part of the day to take required courses in another facility, and two-way controlled enrollment.
- . The plan is sensitive to the need for planning beyond the five-year period in its reuse recommendations. For example, a few schools will be "mothballed" in locations where there may be a spurt of population growth. Re-use criteria are defined in the action plan.

Figure 12 shows a map of Minneapolis Public School Facilities. Tables 7 through 11 summarize the impact of the Action Plan, by showing school locations, programs, desegregation techniques applied, capacities, projected enrollments, and minority enrollments.

Action Plan

Closing Schools

Dispose of the 11 schools which have already been closed as schools but are still owned by the school district.

Buildings which have been closed during the last few years but still remain as school district possessions include:

- | | |
|---|---------------------------------|
| . Holmes | . Lake Harriet |
| . Penn | . Standish |
| . Bremer | . Agassiz |
| . Calhoun | . Sheridan |
| . Lowell | . Miller Vocational High School |
| . Basic Skills Center (Plymouth Avenue) | |

Figure 12

MAP OF MINNEAPOLIS PUBLIC SCHOOL FACILITIES

1982-83

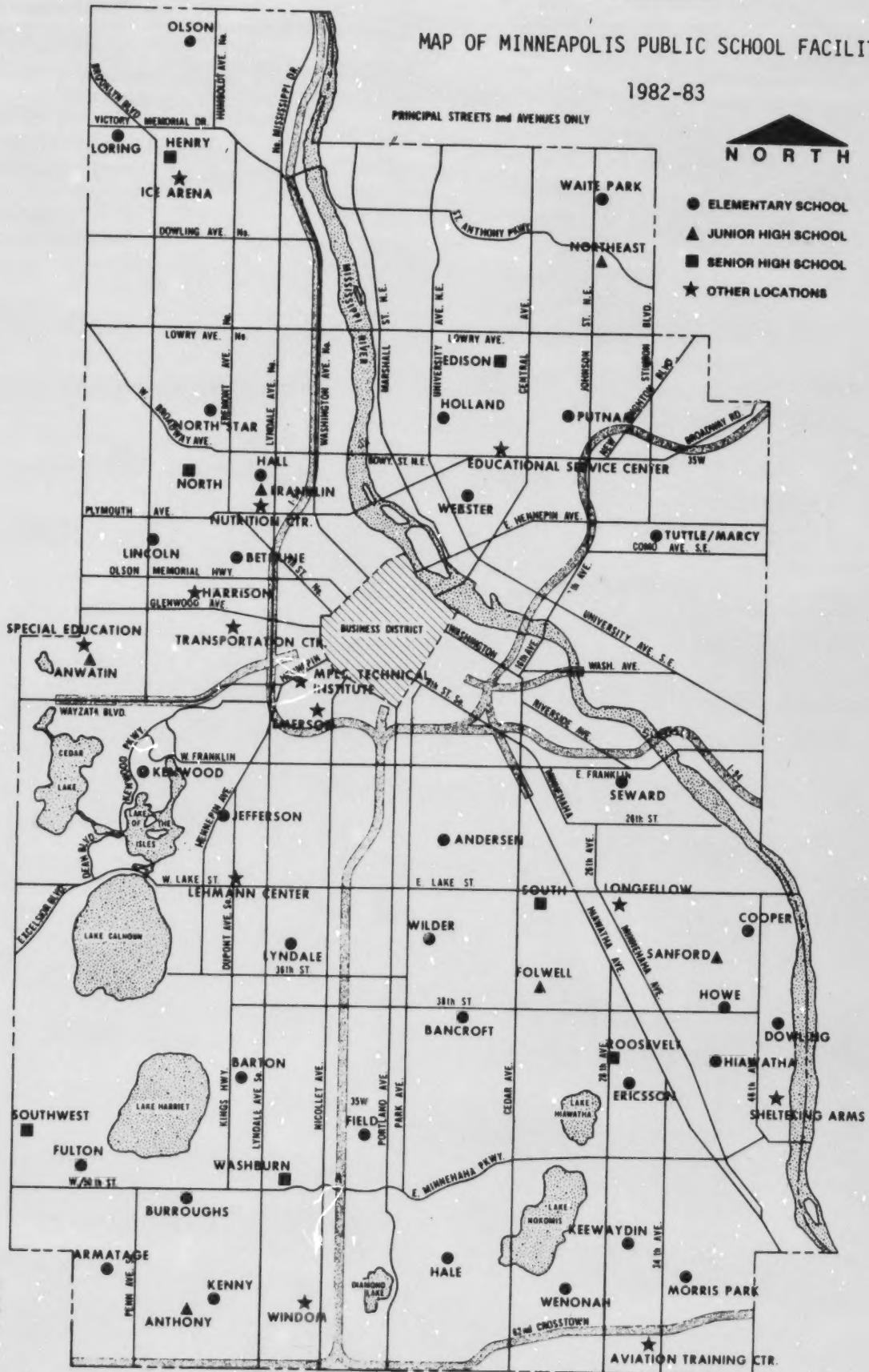


Table 7 ELEMENTARY SCHOOLS. SUBDIVISION 1 (NORTH), 1982-87

School	Grade	Program	Deseg. Technique	Capacity	Proj. Enr. 1982	% Min. 1982	Proj. Enr. 1986	% Min. 1986	Max. Allowed Min. % State Guidelines	
									'82	'86
Bethune (Included in Bethune totals below)	K-6	Mont.	Open Enr.		(120)	(40.00)	(300)	(40.00)		
					(phase in a grade each year)					
Bethune 1)	K-3	CP	Paired	862	799	47.31	1017	49.56	54.87	57.53
Holland (old Webster/ Pillsbury)	4-6	CP	Paired	492	505	44.16	318	51.69	53.87	63.07
Olson	K-6	Cont.	Boundary	679	736	39.67	679	40.06	54.51	59.69
North Star	K-3	Cont.	Paired	1208	828	36.47	906	44.26	54.87	57.53
Waite Park	4-6	Cont.	Paired	640	651	39.32	615	53.82	53.87	63.07
Loring	K-3	Cont.	Paired	548	566	28.09	614	35.67	54.87	57.53
Putnam	4-6	Cont.	Paired	456	404	33.42	324	41.98	53.87	63.07
Webster	K-8	Open +LEP	Open Enr.	560	560	37.86	588	35.54	53.57	60.17
Lincoln	K-6	Fund. +SIMS	Open Enr.	780	780	40.00	780	40.00	54.51	59.69
Hall	K-12	Free	Open Enr.	444	175	32.57	179	33.52	51.16	59.63
1) Includes Montessori										
			Totals	6669	6051	38.54	6087	43.42	--	--
Close: Shingle Creek Lind Hamilton Cleveland Jordan Willard Pillsbury Gordon Center										

Table 8 . ELEMENTARY SCHOOLS, SUBDIVISION 2 (EAST), 1982-87

School	Grade	Program	Deseg. Technique	Capacity	Proj. Enr. 1982	% Min. 1982	Proj. Enr. 1986	% Min. 1986	Max. Allowed Min. % State Guidelines	
									'82	'86
<u>Part A</u>										
And.	K-8	Open		1752	936	49.04	927	53.18	53.57	60.17
And.	4-6	Cont.			799	39.67	851	64.63	53.87	63.07
Cooper	K-3	Cont.		394	350	46.00	393	55.22	54.87	57.53
Hiawatha	K-3	Cont.		464	420	41.67	527	56.93	54.87	57.53
Howe	K-3	Cont.		386	305	49.51	360	55.28	54.87	57.53
<u>Part B</u>										
Wilder	K-6	Fund.		1760	511	48.92	509	53.05	54.51	59.69
Wilder	4-6	Cont. LEP			833	39.74	552	56.34	53.87	63.07
Keewaydin	K-3	Cont. LEP		414	346	40.46	329	38.60	54.87	57.53
Morris Park	K-3	Cont.		464	321	41.43	336	44.64	54.87	57.53
Wenonah	K-3	Cont.		416	308	47.40	289	49.48	54.87	57.53
Bancroft	3-6	CP LEP	Paired	716	627	49.76	511	56.75	54.44	62.72
Ericsson	K-2	CP LEP	Paired	418	424	46.93	403	45.41	54.42	56.17
Seward	K-6	CP		660	645	44.50	640	51.25	54.51	59.69
Marcy/Tuttle	K-6	Cont./ Open	Boundary	636	641	24.65	657	27.25	54.51	59.69
Totals				8480	7466	43.12	7284	51.35	--	--
Close: Madison Northrop, and its program moves to Andersen.										

Table 9. ELEMENTARY SCHOOLS, SUBDIVISION 3 (WEST), 1982-87

School	Grade	Program	Deseg. Technique	Capacity	Proj. Enr. 1982	% Min. 1982	Proj. Enr. 1986	% Min. 1986	Max. Allowed Min. %	
									State Guidelines	
Field	4-6	CP LEP	Paired	708	574	35.71	522	46.17	53.87	63.07
Hale	K-3	CP LEP	Paired	816	710	34.65	735	38.37	54.87	57.53
Lyndale	4-6	Cont. LEP	Paired	958	885	37.40	536	44.96	53.87	63.07
Kenny	K-3	Cont. LEP	Paired	668	521	33.97	426	31.46	54.87	57.53
Armatage	K-3	Cont. LEP	Paired	752	554	35.64	499	38.88	54.87	57.53
Kenwood	K-6	Cont.	Attendance Area	556	535	48.22	454	50.88	54.51	59.69
Fulton	K-6	Cont. & LEP		794	625	21.12	509	23.55	54.51	59.69
Jefferson	K-6	Mont.	Open Enr.	1002	1002	49.70	1002	52.20	54.51	59.69
	K-6	CP	Attendance Area							
Burroughs	K-6	Fund	Open Enr.	632	448	41.96	469	47.55	54.51	59.69
Barton	K-8	Open	Open Enr.	498	498	29.12	498	32.73	53.57	60.17
Totals				7384	6352	37.52	5650	41.52	--	--

Close: Audubon

Page

Pratt

Lake Harriet program moved to Barton

Harrison program moved to Barton (Harrison will remain open as a Special Education Site)

Table 10 . JUNIOR HIGH SCHOOLS, 1982-87

School	Grades	Program	Desegregation Technique	Capacity	Proj.Enr.	Minority %	Minority % Allowed State Guidelines
Anwatin	7-8	Cont.	Boundary	887	'82 957 '86 678	'82 35.6 '86 50.3	'82 50.38 '86 62.20
Folwell	7-8	Cont. +LEP	Attendance Area	1052	'82 1041 '86 673	'82 37.0 '86 45.3	'82 50.38 '86 62.20
Sanford	7-8	Fund. +LEP	Attendance Area Open Enr.	927	'82 964 '86 844	'82 38.5 '86 54.0	'82 50.38 '86 62.20
Anthony	7-8	Fund.	Attendance Area Open Enr.	884	'82 920 '86 554	'82 26.6 '86 34.3	'82 50.38 '86 62.20
Franklin	7-8	Fund. +SIMS	Attendance Area Open Enr.	830	'82 826 '86 703	'82 35.8 '86 47.2	'82 50.38 '86 62.20
Northeast	7-8	Cont. +SPAN	Attendance Area	1114	'82 1095 '86 778	'82 40.4 '86 46.7	'82 50.38 '86 62.20
Total:				5694	'82 5803 '86 4290	'82 - '86 -	50.38 62.20

Close: Olson as a Junior High Bldg.
Phillips
Jordan as a Junior High Bldg.
Marshall-U as a Junior High Bldg.
Ramsey

Table 11. SENIOR HIGH SCHOOLS, 1982-87

School	Grades	Program	Desegregation Technique	Capacity*	Projected Enrollment		Minority %		Minority % Allowed, State Guidelines		
Roosevelt	9-12	Comprehensive Vocational (Automotive) Magnet	Attendance Area Open Enrollment Open Enrollment	28/1979 30/2328	'82 '86	2177 1952	'82 '86	32.6% 41.2%	'82 '86	45.91 55.11	
South	9-12	Comprehensive Central Magnet Program Open School Program	Attendance Area Open Enrollment Open Enrollment Open Enrollment	28/1465 30/1723	'82 '86	1269 1327	'82 '86	31.2% 47.8%	'82 '86	45.91 55.11	
Southwest	9-12	Comprehensive	Attendance Area	28/1610 30/1894	'82 '86	1691 1630	'82 '86	28.6% 36.4%	'82 '86	45.91 55.11	
Washburn	9-12	Comprehensive	Attendance Area	28/1584 30/1863	'82 '86	1678 1519	'82 '86	20.4% 25.5%	'82 '86	45.91 55.11	
Edison	9-12	Comprehensive Vocational (Business/Service Occupation)	Attendance Area Open Enrollment	28/1569 30/1849	'82 '86	1419 1369	'82 '86	35.5% 52.1%	'82 '86	45.91 55.11	
Henry	9-12	Comprehensive	Attendance Area	28/1530 30/1800	'82 '86	1368 1471	'82 '86	39.9% 48.6%	'82 '86	45.91 55.11	
North	9-12	Comprehensive Vocational (Technical Occupations) Magnet Science/Math/Technology Magnet KBEM (Radio Broadcasting) Magnet Visual Performing Arts Magnet Fundamentals Program	Attendance Area Open Enrollment Open Enrollment Open Enrollment Open Enrollment Open Enrollment	28/1656 30/1948	'82 '86	1581 1752	'82 '86	32.8% 43.2%	'82 '86	45.91 55.11	
TOTAL:				28/11393	'82	11183	'82	--			
District 9-12				30/13405	'86	11020	'86	--			
Close:	Marshall-U									'82	45.91%
	Central									'86	55.11%
	West									(all schools)	

*Building capacity at 28-30 students per classroom.

Implement the closing of 18 buildings as schools in June 1982, 17 of which are housing regular K-12 programs and one of which is housing special education programs.

The 18 schools would include:

Elementary

Audubon
Cleveland
Hamilton
Jordan

Lind
Motley
Northrop
Page

Pillsbury
Pratt
Shingle Creek
Willard

Junior High

Phillips
Ramsey
Olson (will reopen as
an elementary school)

Senior High

Central
Marshall-U
West

Special Education

Madison .

The Board of Education voted on March 8, 1982, to close these 18 buildings as schools in June 1982.

These changes will result in the closing of 21 percent of the spaces in elementary schools, 33 percent of the spaces in junior high schools, and 24 percent of the spaces in senior high schools.

All closings are planned for June 1982 so that the promise of stability and predictability will be met during the five-year period. When students and staff report at the opening of school Fall 1982, the locations and program choices should be stable over the next five-year period.

Grouping
Elementary School
Programs and
Locations

Group elementary school programs within three subdivisions of the school district. Contemporary, continuous progress, fundamentals and open schools will be located within each of the three subdistricts. In addition, two Montessori programs and one Free School program will be available as options. The open school programs will be K-8 and the Free School program will be K-12; all other elementary school programs will be K-6, contained either in single or paired facilities.

Attendance area boundaries will be drawn for both contemporary and continuous progress schools. However, students and parents may choose the alternative option in each case, subject to desegregation requirements and building capacity.

The elementary school programs, subdivision boundaries, and school boundaries are shown in Figures 13-15.

Assigning
Junior High
School Programs
and Locations

Assign each junior high school student to one of six 7-8 grade centers, based on residence, with the alternative choice available of a K-8 open school, a 7-8 fundamentals program, or a K-12 free school program.

The junior high school boundaries and options are shown in Figure 16.

Assigning
Senior High
School Programs
and Locations

Assign every senior high student to one of seven grade 9-12 comprehensive high schools. The choice of enrolling in one of several citywide magnet programs concentrating on enrichment in certain subject areas will be available, as well as the choice of enrolling in a 9-12 open school, 9-12 fundamentals program, and a K-12 free school program.

A map of senior high boundaries and a list of senior high options are shown in Figure 17.

Maintaining a
Parent/Student
Selection
Process

Provide adequate information to parents and students so that they can reaffirm or change their choice of program during March of each year for the following school year.

In order to choose an appropriate program, each parent and student must understand the choices available. Printed information, open houses at schools, and media productions should be prepared so that parents and students know what will be offered in the standard comprehensive K-12 program and how the program delivery will vary in each alternative program. Choices should be made early enough so that staff allocations for the following year will be guided by the results.

Printed materials should include rules regulating transfers and transportation, and whatever other information is needed to provide a complete Guide to Minneapolis Public School Programs for the following school year.

Assigning
Special Programs

Assign special education and other programs which are not part of the regular K-12 program offerings, keeping programs in existing locations where possible.

Special programs, which now take up approximately ten percent of the district's classroom space, fall into four categories: (1) those for which there will be no change in location; (2) those which have been relocated; (3) those which will be closed; and (4) those for which locations need yet to be determined.

Table 12 shows the locations of special programs.

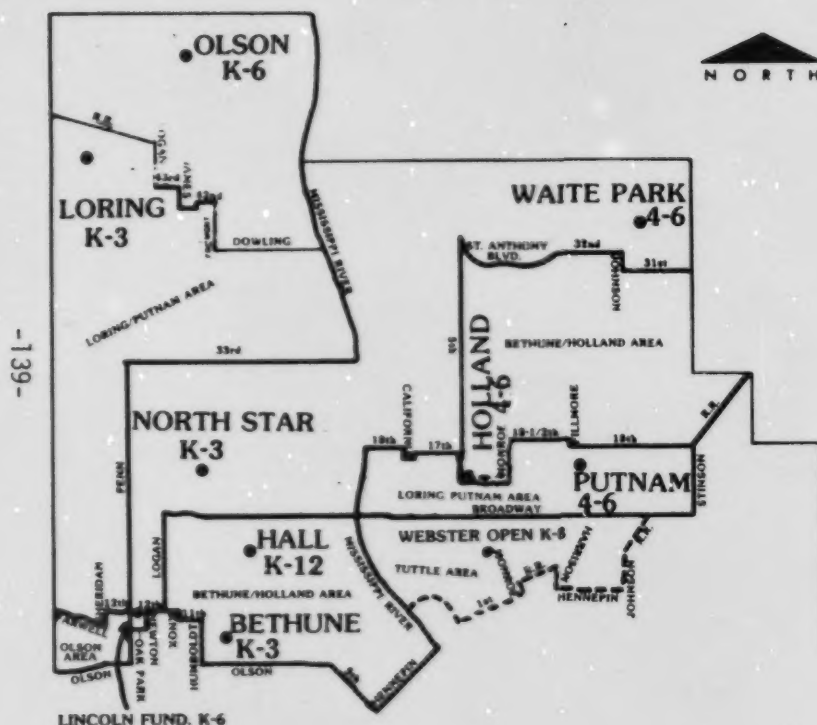
Figure 13

MINNEAPOLIS PUBLIC SCHOOLS
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SUBDIVISION #1

PROPOSED ELEMENTARY SCHOOL BOUNDARIES

SCHOOL ASSIGNMENTS



SCHOOL	GRADE LEVEL	PROGRAMS
Olson	K-6	Contemporary
Loring } Putnam }	Paired K-3 4-6	Contemporary
Bethune } Holland }	Paired K-3 4-6	Continuous Progress, Montessori (K-6) Continuous Progress
North Star } Waite Park }	Paired K-3 4-6	Contemporary
Lincoln	K-6	Fundamentals (Available to all subdivision #1 schools)
Webster	K-8	Open, L.E.P. (Available to all subdivision #1 schools)

PROGRAM OPTIONS

For Subdivision #1:

- The Fundamentals Program option is at Lincoln (K-6).
- The Open Program option is at Webster (K-8).
- The Continuous Progress Program option is at Bethune (K-3)/Holland (4-6).
- The Contemporary Program option is at North Star (K-3)/Waite Park (4-6).
- The Free School option is at Hall (K-12).
- The Montessori Program option is at Bethune K-3 (82-83), K-4 (83-84), K-5 (84-85), & K-6 (85-86).

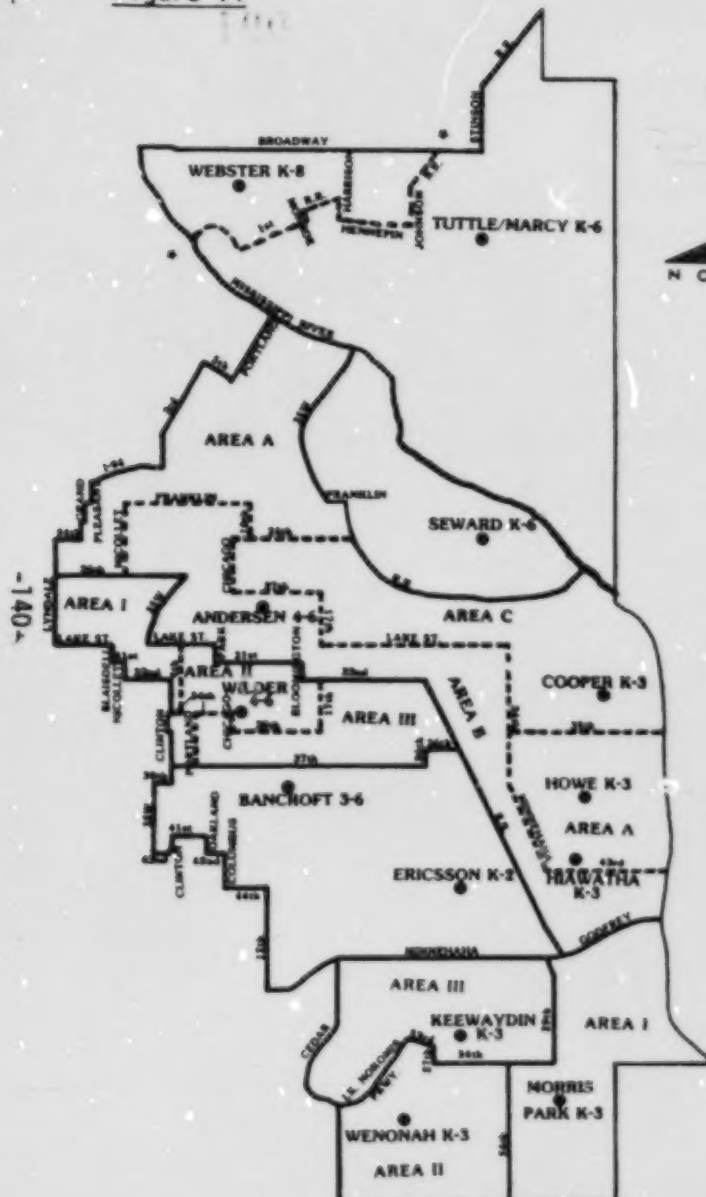
NOTE: The area north of the dashed line is included with Subdivision #1 for options. The assignment of this area is to the Contemporary Program at Tuttle/Marcy (K-6) (See Subdivision #2).

Figure 14

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SUBDIVISION #2
PROPOSED ELEMENTARY SCHOOL BOUNDARIES

SCHOOL ASSIGNMENTS



SCHOOL	GRADE LEVEL	PROGRAMS
Tuttle-Marcy	K-6	Tuttle (Contemporary) Marcy (Open)
Seward (Note: The Pratt Continuous Progress Pupils are assigned to Seward.)	K-6	Continuous Progress
Howe Hiawatha Cooper Andersen	K-3 (Area A) K-3 (Area B) K-3 (Area C) 4-6	Contemporary (Dashed Line Boundary) Contemporary (Dashed Line Boundary) Contemporary (Dashed Line Boundary) Contemporary (Solid Line Boundary)
Morris Park Wenonah Keewaydin Wilder	K-3 (Area I) K-3 (Area II) K-3 (Area III) 4-6	Contemporary (Dashed Line Boundary) Contemporary (Dashed Line Boundary) Contemporary, L.E.P. (Dashed Line Boundary) Contemporary, L.E.P.
Ericsson Bancroft	K-2 3-6	Continuous Progress, L.E.P. Continuous Progress, L.E.P.
Andersen	K-8	Open (See Program Options below)
Wilder	K-6	Fundamentals (Available to All subdivision #2 schools)

PROGRAM OPTIONS

For Subdivision #2:

The Free School Option is at Hall (K-12)

For Subdivision #2, excluding the area north of the dashed line (* - - *):

The Montessori Program Option is at Jefferson (K-6).

The Fundamentals Program Option is at Wilder (K-6).

The Open Program Option is at Andersen (K-8), except for the Tuttle-Marcy Area where the Open Program Option is at Marcy (K-6).

For the Morris Park, Wenonah, Keewaydin, Wilder pairing the Continuous Progress Option is at Ericsson (K-2) Bancroft (3-6)

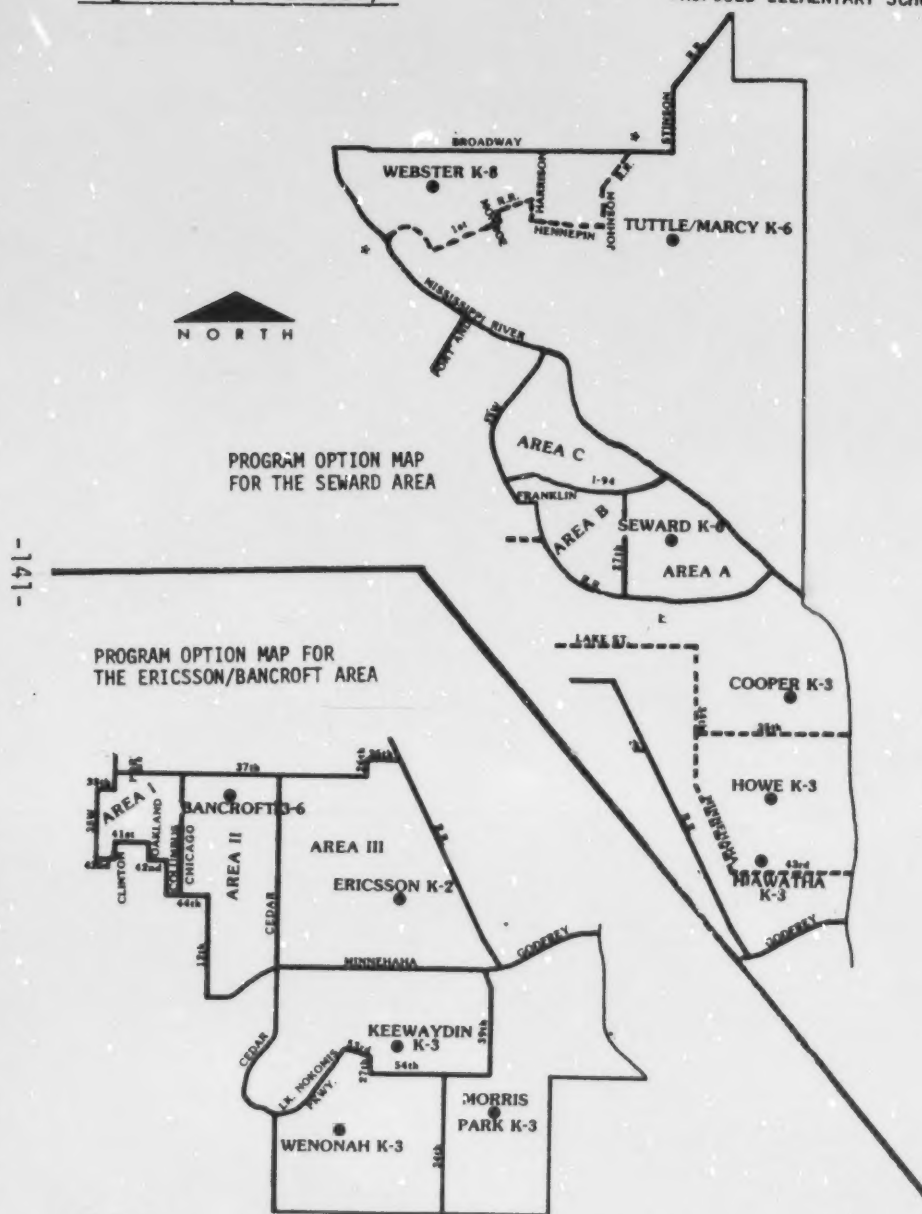
For the Howe, Hiawatha, Cooper, Andersen pairing the Continuous Progress Program option is at Seward (K-6).

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Continued

Figure 14 (continued)

PROPOSED ELEMENTARY SCHOOL BOUNDARIES



Subdivision #2, Program Option Continued

For the area north of the dashed line * - - - *

The Fundamentals Program option is Lincoln (K-6).

The Open Program option is Webster (K-8).

The Continuous Progress option is Bethune (K-3)/Holland (4-6).

For the Tuttle-Marcy Area the Continuous Progress option is at Seward (K-6).

For the Tuttle-Marcy Area the Open Program option for Grades 7 & 8 is at Webster (K-8) or Andersen (K-8) if there is space and desegregation requirements are maintained.

For the Seward Area the Contemporary Program option for Grades 4-6 is Andersen. The Contemporary Program option for Grades K-3 is at Howe for Area A, Hiawatha for Area B and Cooper for Area C. See program option map at the left.

For the Ericsson/Bancroft Area the Contemporary Program option for Grades 4-6 is at Wilder. The Contemporary Program option for Grades K-3 is at Morris Park for Area I, Wenonah for Area II and Keewaydin for Area III. See program option map at the left.

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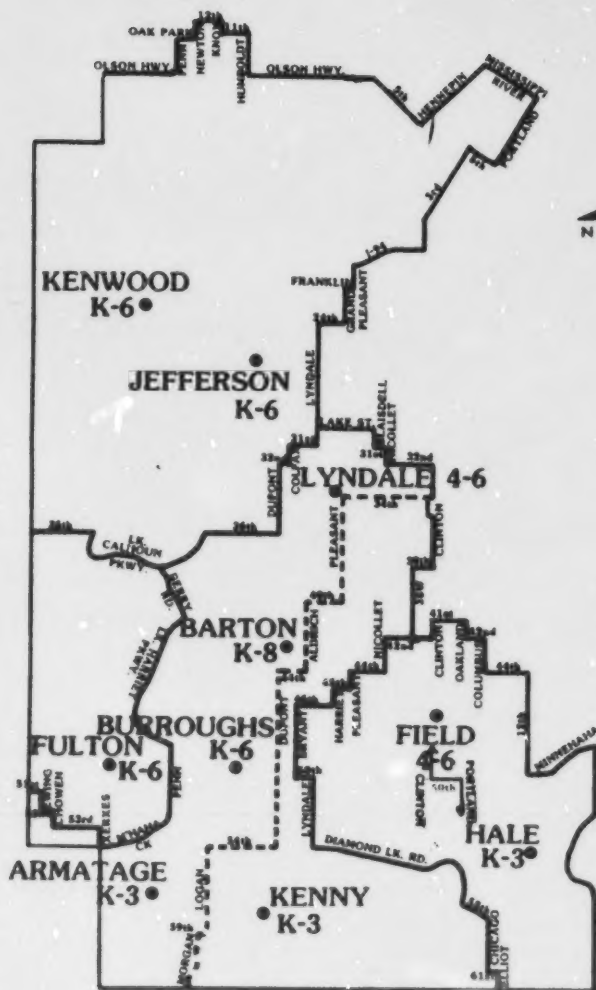
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Figure 15

SUBDIVISION #3

PROPOSED ELEMENTARY SCHOOL BOUNDARIES

SCHOOL ASSIGNMENTS



SCHOOL	GRADE LEVEL	PROGRAM
Kenwood	K-6	Contemporary
Jefferson	K-6	Continuous Progress, Montessori
Fulton	K-6	Contemporary, L.E.P.
Armatage	K-3	Contemporary, L.E.P. (Dashed Line Boundary)
Kenny	K-3	Contemporary, L.E.P. (Dashed Line Boundary)
Lyndale	4-6	Contemporary, L.E.P. (Solid Line Boundary)
Hale	K-3	Continuous Progress, L.E.P.
Field	4-6	Continuous Progress, L.E.P.
Burroughs	K-6	Fundamentals (Available to all Subdivision #3 Schools).
Barton	K-8	Open (Available to all Subdivision #3)

PROGRAM OPTIONS

For Subdivision #3:

The Fundamentals Program option is at Burroughs (K-6).

The Open Program option is at Barton (K-8).

The Free School option is at Hall (K-12).

For Armatage, Kenny, and Lyndale the Continuous Progress option is at Hale (K-3) and Field (4-6).

For Hale the Contemporary Program option is at Kenny (K-3) for those pupils east of a North-South line (Clinton Av, 50th St and Portland Av) and at Armatage (K-3) for those pupils living west of the same North-South line.

For Field the Contemporary Program option is Lyndale (4-6).

For Fulton the Continuous Progress option is Hale (K-3) and Field (4-6).

The Montessori Program option is at Jefferson (K-6).

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Figure 16

PROPOSED JUNIOR HIGH SCHOOL BOUNDARIES

SCHOOL ASSIGNMENTS

SCHOOL (Grade Level)

OPTIONS-SCHOOL-GRADE LEVEL

Franklin (7-8)

Fundamentals - Franklin - 7-8

Northeast (7-8)

Open - Webster - K-8

Free - Hall - K-12

0

Anwatin (7-8)

Fundamentals - Anthony - 7-8

Anthony (7-8)

Open - Barton - K-8

Free - Hall - K-12

0

Folwell (7-8)

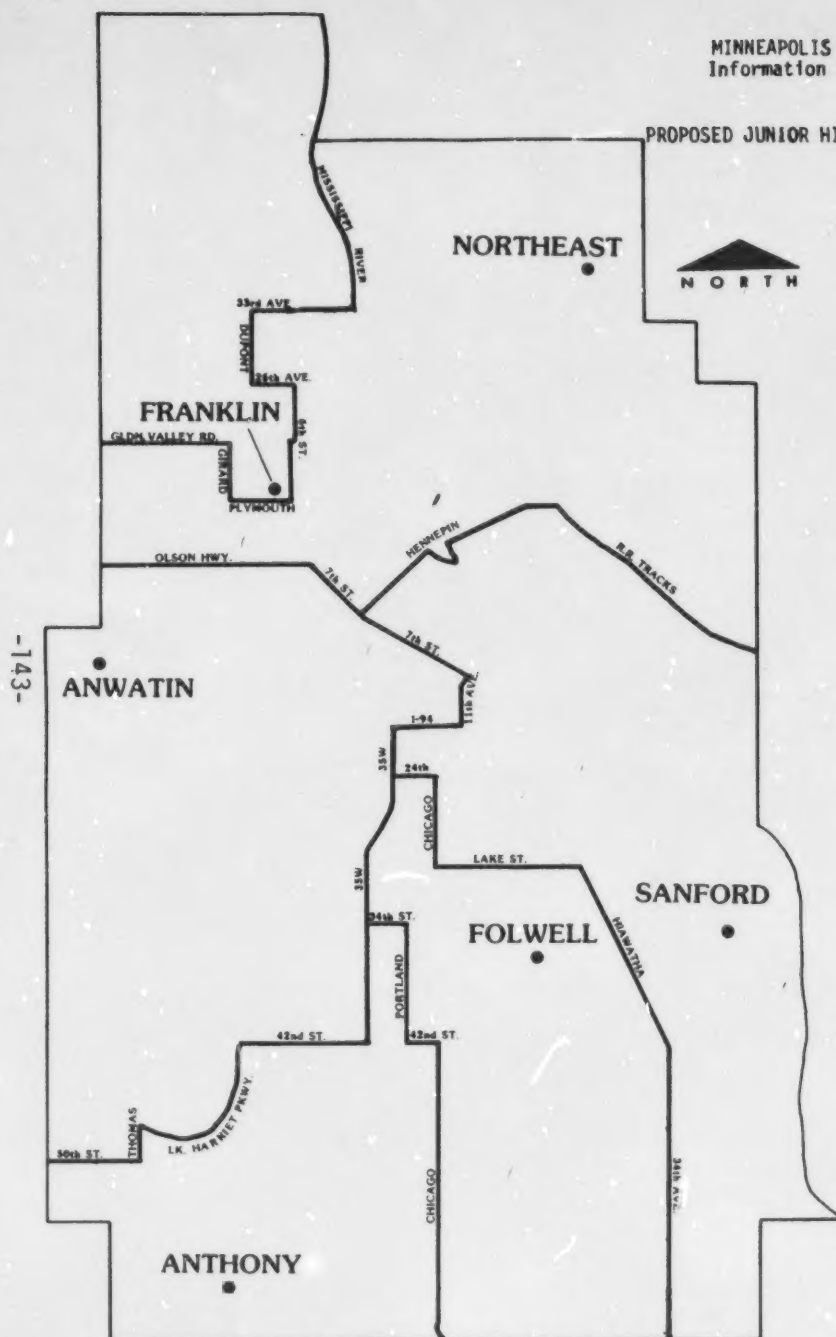
Fundamentals - Sanford - 7-8

Sunford (7-8)

Open - Andersen - K-8

Free - Hall - K-12

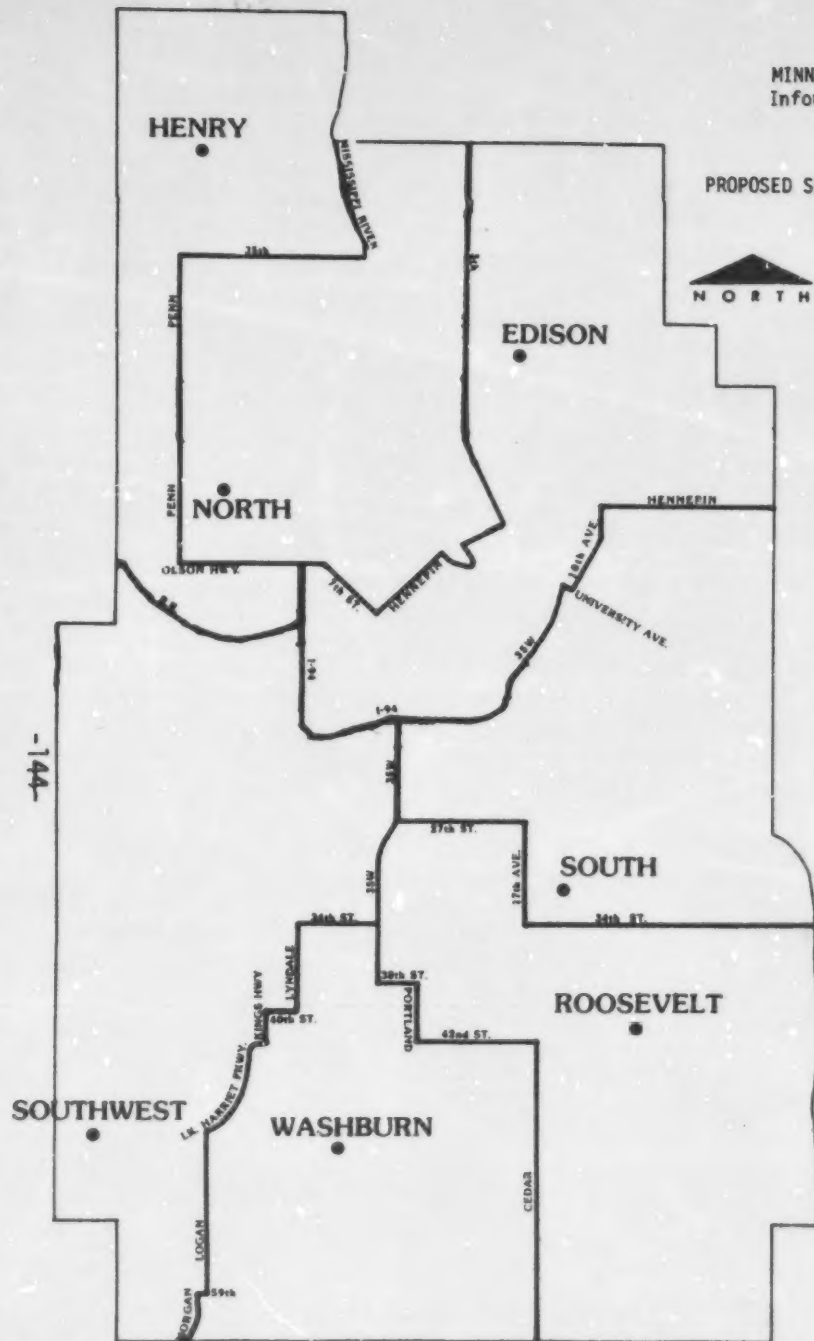
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MINNEAPOLIS PUBLIC SCHOOLS
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Figure 17

PROPOSED SENIOR HIGH SCHOOL BOUNDARIES
GRADES 9-12



SCHOOL ASSIGNMENTS

All seven (7) high schools offer a comprehensive program. In addition the following program options located at the five schools identified below are available to all grade 9-12 students.

<u>SCHOOL</u>	<u>GRADE LEVEL</u>	<u>OPTION(S)</u>
North	9-12	Academy of Arts and Sciences in North High School: Science/Math/Technology Magnet Visual/Performing Arts Magnet Vocational (Advanced Technical Occupation) Magnet KBEM (Radio Broadcasting) Fundamentals Program.
South	9-12	Central (General) Magnet Program Open Program
Roosevelt	9-12	Auto Body Magnet
Edison	9-12	Vocational (Business/Service Occupations) Magnet
Hall	K-12	Free School

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Table 12. Locations of Special Programs

<u>SPECIAL EDUCATIONAL PROGRAMS</u>		<u>PROPOSED SITE 1982-83 LIMITED ENGLISH PROFICIENCY</u>	
<u>Present Location</u>	<u>Location Sept. 1982</u>	<u>Elementary</u>	
<u>Elementary (EMR Rooms)</u>		Armatage	Keewaydin
Bancroft	Bancroft	Bancroft	Kenny
Ericsson	Ericsson	Ericsson	Lyndale
Hall	Bethune	Field	Webster
Kenny	Fulton	Fulton	Wilder
Webster	Holland	Hale	
<u>Junior High (EMR Rooms)</u>		<u>Junior High</u>	<u>Senior High</u>
Anthony	Anthony	Folwell	Edison
Northeast	Northeast	Sanford	Roosevelt
			Southwest
<u>Other Special Programs</u>		<u>PROPOSED LATCH KEY LOCATIONS</u>	
Armatage SIMS	Lincoln (4-6)	Andersen	Loring*
Franklin SIMS	Franklin	Armatage	Lyndale
Andersen D	Andersen D	Burroughs	Matthew Center
Seward Hearing	Seward	Ericsson*	(Seward)
Impaired		Field*	Morris Park
Marshall-Univ.		Fulton	North Star
orthopedically		Gordon Center	Northwest Comm. Center
handicapped:		Hale	Olson*
grades 7-8	Anwatin	Hall	Pratt
grades 9-12	South	Hiawatha	Tuttle/Marcy*
Dowling	Dowling	Incarnation	Waite Park
Emerson	Emerson	Jefferson	Webster
Sheltering Arms	Sheltering Arms	Kenny	Wilder
Madison	Harrison	Kenwood	Windom
School Rehab			
Center at Madison	Harrison		
SPAN at Phillips	Northeast		
SPAN at Ramsey	Northeast		
SPAN at Henry	Henry		

MICE - To be continued at North & South.

PACE - Northeast

MARS & PROJECT EXCHANGE - South

NONPUBLIC PROGRAM - Offices in Longfellow and North Star
- Rooms in elementary sites

KGN. - SPEECH/LANGUAGE PROGRAM - Andersen, Jefferson, Bethune

PRESCHOOL PROGRAM - Longfellow

*Pending provision of adequate space.

Closing
Administrative
Space

Close 25 percent of administrative office space to provide equity and further cost savings. The school district will close its East, North and West Area offices 1982-83.

Determining
School Site
Re-use

Determine an appropriate re-use for each of the school sites where buildings are closed as schools.

The district must ensure that properties will be maintained which will not be needed during the five-year period for regular educational programs but may be needed later for educational purposes. However, schools which are closed but maintained as "mothballed" facilities must be operated at no interim cost to the district.

The possible recall to service of excessed facilities must be given careful consideration. As property values rise, the difficulty which the district would face in financing new operations is evident. Land values alone constitute an important reason for retaining facilities; when coupled with escalating construction costs, the conclusion becomes even more apparent. The district doesn't want to be caught short if enrollments do increase based on a spurt of population growth, another influx of refugees, or a sudden change in fuel resources which would require reduction in transportation.

The criteria which are relevant to selecting reserve units with reuse potential are the following:

1. The building's physical potential for conversion and reconversion.
2. The potential impact on desegregation of the building's location.
3. City demographics including forecasts on location of young families and future housing developments.
4. Land use patterns, including current zoning, current land use surrounding the school, and future land uses acceptable to the surrounding community.
5. The adequacy of the site for compliance with city codes or educational standards.
6. Dispersion relative to other facilities such as parks, libraries and other schools.
7. Overall potential demand for non-school use, such as community education, child care, senior programs, business, housing, or park use.
8. Flexibility of the plant for meeting futuristic curriculum and technological needs suitable for reconversion at a later date for educational use.

Those buildings or sites which are not "mothballed" by the school district should be disposed of for reuse by the Minneapolis community in ways compatible with the City's comprehensive plan. In some cases, sites where schools have already been closed are in the process of disposition. In all others, the sites would be subject to the Site Disposition Procedures adopted in January 1982 by the Board of Education, Minneapolis City Council, City Planning Commission, and Minneapolis Community Development Agency. Actual disposition will be decided by the Board of Education, and must not contradict the district's goals for desegregation.

The following preliminary recommendations for school district reuse or disposition have been made. The Board of Education will determine by June 1982 which sites will be retained and which will be sold.

The following sites would be retained for future district use:

- . Hamilton
- . Willard (retain land; Gordon Center on the Willard site considered as a possible Community Resource Center)
- . Ramsey (retain site to improve Washburn site)
- . Pratt (consider for use as Community Resource Center)
- . Northrop (consider for use as Community Resource Center)
- . Pillsbury (consider for use as Community Resource Center and School District Museum)

The following sites are recommended for disposition:

- | | |
|------------------------|-----------------------------------|
| . Audubon | . Central |
| . Cleveland (park use) | . Marshall-University |
| . Holmes (park use) | . West |
| . Jordan | . Basic Skills Center |
| . Lind | . Bremer |
| . Madison (housing) | . Lake Harriet (sell for housing) |
| . Page | . Standish |
| . Motley | . Agassiz |
| . Shingle Creek | . Sheridan |
| . Phillips | . Miller Vocational |

The school district will dispose of a number of vacant sites which it also owns.

- . Penn Site (complete sale for housing)
- . Calhoun Site (approved for commercial development)
- . Lowell Site (complete transfer to Minneapolis Community Development Agency)
- . Lowry (dispose of this site if Pillsbury becomes a Community Resource Center)
- . Lincoln Site (dispose of this site if Willard site is retained)

APPLICATIONS OF INFORMATION TECHNOLOGY

Sense of Direction

The school district will commit resources to technological development over the five-year planning period in order to:

- . develop technological literacy of students and staff;
- . promote the use of technologies to support instruction;
- . develop a data-based management system for monitoring student progress;
and
- . apply technology to provide educational and management support services in a more cost-effective and efficient manner.

The section on "Guaranteeing Basic School and Life Skills" described the Board's commitment to provide technological literacy training for all students by 1986-87. As stated, the district will not be able to guarantee technological literacy for students without first:

- a) providing district-wide media technology services;
- b) providing district-wide instructional computer services;
- c) providing technological leadership through a building technologist at each school site; and
- d) achieving technological literacy for all students.

As shown in the Action Plan items which follow, these conditions require extensive commitment of staff and capital equipment.

Also in the section on "Guaranteeing Basic School and Life Skills" was commitment to the development of a system-wide data-based management system for monitoring student progress. Information from the system will be reported to parents and students as well as used by teachers and administrators to improve instruction. This system would make use of the same hardware as that used to support instruction, although it does imply expenditure of resources for the development of tests, performance profiles and reports...and personnel time to input data.

Action Plan items have been prepared by each of the administrative services of the district to show how technological applications could make their work more cost-efficient.

The Action Plan items in this section are more specific in their reference than others throughout the plan because, taken together, they imply a greater additional expenditure of financial resources than other Action Plan items in the Five-Year Plan. In a time when financial resources are limited, the Board of Education will need to consider each of the commitments proposed in this section very carefully -- assessing need against priorities for the educational program. This implies an annual review and update on technological applications achieved and those which remain to be accomplished at the time when each annual budget is being developed.

Action Plan

Providing Media Technology Services

Provide district-wide media technology services.

The process which should be used to provide these services is as follows:

1. Develop curriculum, provide in-service, review and create software, review and recommend hardware, and maintain curriculum support.
2. Facilitate use of city cable/broadband communication system.
 - a. Appoint cable coordinator 1982-83
 - b. Provide program production and distribution 1983-84
 - 4 professionals
 - 2 clerical
 - supplies
 - c. Upgrade closed circuit TV capabilities in five buildings to cable standards as a pilot project 1982-83
 - d. Provide closed circuit TV in
 - 3 senior highs 1983-84
 - 2 junior highs 1983-84
 - 10 elementary schools 1983-84
 - 3 senior highs 1984-85
 - 3 junior highs 1984-85
 - 10 elementary schools 1984-85
 - e. Wire classrooms for cable reception on needs basis @ \$100 per classroom (assume 50 per year) 1985-86 onward

Providing Instructional Computer Services

Provide district-wide instructional computer services.

The process used to provide these services is as follows:

1. Allocate time and space on timeshare, loan equipment, maintain and expand timeshare and micro software libraries, duplicate software, coordinate with agencies and other districts, develop and provide in-service, consult with staff and others, develop courseware.
2. Establish a separate line item budget for the instructional computer department. 1982-83

3. Establish a training center/ classroom at ESC. 1982-83
4. Staff the instructional computer department to provide services listed above, to include
 - 1 teacher on special assignment (continued from 1981-82)
 - 2 full-time aides 1982-83
 - 1 full-time clerical 1982-83
 - 2 teacher trainers 1982-84
5. Train computer resource people for each building (building-based technologists) (See training chart, Figure 18) 1982-83
6. Maintain present computer resource center at ESC to lend specialized peripherals, current equipment, sample units annual

Providing
Technological
Leadership
in Schools

Provide technological leadership at each school site: a building technologist.

The process used to provide leadership is as follows:

1. On a divided-out hiring plan, create a trained staff member to become the technologist at each building site, who in turn trains staff, offers support and assistance to local staff, administrators, community. Responsibilities would include both computer and media technologies. (If these functions were to be added to media specialists' responsibilities, an estimate of additional positions would be needed as shown).
- 1983-84
3 positions
1984-85
3 positions
1985-86
4 positions

Achieving
Technological
Literacy for
Staff

Achieve technological literacy for all staff by 1986.

The process used to provide in-service and specialized training is shown in the chart, Figure 18.

Providing
Specialized
Technological
Training
for Staff

Provide specialized technological training (beyond basic technological literacy) as appropriate for all staff, e.g., use of technology for instructional support as might be relevant for teachers and/or aides.

The process for providing specialized training is as follows:

1. Appropriate in-service experiences will be designed for teachers, principals, aides and volunteers, administrators, curriculum resource personnel, other support staff. (See training chart, Figure 18.)

1982-83
1983-84
1984-85
1985-86
2. Establish a 10-person cadre (6 teachers, 1 technician, 3 clerical) to assist computer and media departments with tasks of in-service and curriculum development.

Using Technology
to Support
Instruction

Utilize technologies as appropriate in the instructional process.

1. Principals will supervise and evaluate instructional use of technologies as they do other instructional activities in the schools.
2. Teachers will have access to technologies for incorporation in learning activities.
 - a) goal: to have the equivalent of at least one computer unit per classroom by 1986; see the purchasing plan which follows.
 - b) basic audio programming capacity

hardware to receive satellite signal	1982-83
sub-carrier service to each building	1983-84
purchase/develop broadcast materials	1982-83
	1983-84
	1984-85

Figure 18. INSERVICE AND SPECIALIZED TRAINING CALENDAR

	when	number	what	by whom	when	number	what	by whom	when
Curriculum leadership resource people	summer, 1982	25 consultants, resource teachers, technology cadre	45 hrs. computer 45 hrs. AV media 10 hrs. special projects	computer resource teacher media resource tchr outside expertise	1983→ repeat as needed				
Principals	1982-83 15 weekly half-day sessions each sem.	30 first sem. 30 2nd sem.	40 hrs. computer 30 hrs. AV media 20 hrs. special projects	1 resource teacher from technology cadre	1983→ repeat as needed				
Teachers	1982-83 15 weekly (3-hr. sessions) each semester	120 teachers (2 groups of 30 each semester)	35 hrs. computer 20 hrs. AV media 20 hrs. special projects	2 resource teachers from technology cadre	1983-84 15 weekly (3-hr. sessions) each semester	180 teachers (3 groups of 30 each semester)	35 hrs. computer 20 hrs. AV media 20 hrs. special projects	3 resource teachers from technology cadre	
Central Administration	summer, 1982	7 cabinet	30 hrs. computer 20 hrs. AV media	computer resource tchr media resource tchr	1982→ repeat as needed				
Board of Education	summer, 1982	7 directors	10 hrs. special projects	outside expertise					
Others	1982-83 and beyond as appropriate	in groups of 25	especially designed based upon common needs of the affinity group	technology resource cadre	1983→ repeat as needed				
Building Technologists	spring, 1982	1 from each building	Part I 15 hrs. computer 4 hrs. media	computer resource tchr media services staff	1982-83	1 from each building	Part II 30 hrs. computer 41 hrs. media	computer resource tchr media services staff	1983→ repeat as needed
Community	1982-83	20 groups of 30	15 hrs. computer literacy and special courses	community coordinators/trainers	1983-- repeat as needed				

Providing
maintenance

Provide maintenance servicing for computer and
media equipment.

The process of providing maintenance service is as follows:

1. Minor preventative maintenance will be carried out by building-based "technologists."
 2. Most general repairs of computer and other media equipment will be carried out by the Electronic Repair Department at ESC.
 3. Some special equipment and timeshare computers will be serviced under special contracts.
 4. Establish an enlarged equipment pool of "loaners" to reduce downtime during repair period (plus clerical support)
- | |
|---------|
| 1982-83 |
| 1983-84 |
| 1984-85 |
| 1985-86 |
| annual |

Providing for
the Centralized
Planning and
Purchase of
Equipment

Provide for the centralized planning and purchase of
equipment acquisition.

The process to be followed in planning for equipment is as follows:

1. Adopt the following as a purchasing plan for computer units to reach 1986 capacity of one per classroom.

Year	Number of new units to be added	Units retired*	Total units in district
80-81			305
81-82	+ 50		355
82-83	+400	-75	680
83-84	+400	-75	1005
84-85	+500		1505
85-86	+500		2005

* A phase-out plan for "worn out" equipment

2. A purchasing plan for software should be developed and considered as a part of the rationale for expanded per-pupil allotments for learning materials. (See "Increasing Per-Pupil Budgets.")
3. Anticipate in budget planning additional costs for support and supply activities with computers.
 - . paper for terminals and printers
 - . blank diskettes
 - . telephones for timeshare
4. Plan and coordinate central purchases of media technology equipment for effective utilization of resources and to assure compatibility with current and future inventory.
5. Use existing central inventory as an assist in relocation of equipment (especially as schools merge) to ensure fair and equitable distribution and to maximize use of what we now have.

Increasing Per-Pupil Budgets

Increase learning materials and equipment per-pupil budgets.

The process to be followed in raising per pupil budgets is as follows:

1. Raise learning materials budgets by up to \$15 per pupil. 1982-83
2. Raise equipment budgets by \$1.50 per pupil. 1982-83
3. Establish a central budget to provide a matching fund source for building purchase support of both computer and media technology equipment. 1982-83

Implementing a
Student
Achievement
Monitoring
System

Implement a student data-based management system for monitoring achievement which will be totally operational for elementary and secondary students by Spring 1985.

The scope and timeline for implementation of this item are described in the section on "Guaranteeing Basic School and Life Skills."

Hardware costs for the data-based management system should not be a major consideration. Data-based management will be just one of many applications processed on the hardware. The central computer will be the same one that handles administrative data processing for the district. The microcomputers will have various applications in the schools, including direct instructional use and administrative uses such as attendance and management of building resources. The microcomputers now in the schools could be upgraded to perform the data-based management functions. Communications (phone lines and maintenance) for data-based management will also be available for other administrative and instructional functions.

Software development for data-based management could run to \$300,000 for a locally developed system. However, if the district adapts a system or shares with other schools in the development, the cost will be considerably less.

For 1985's instructional management system, the cost of development of tests, profiles and reports could run to \$350,000 for reading, writing and mathematics. These costs can be decreased to the extent that the system uses publisher-developed materials. During implementation, the annual cost of consumable testing materials, such as computer answer cards, should be about five dollars per student.

Professional staff time or clerical time will be needed to input the data and produce and distribute the reports. It remains to be seen if existing staff can perform these functions or if additional clerical or aide time will be necessary.

Coordination of the computer function of the data-based management system at the building level could be performed by the building technologist. The building technologist could provide teachers with in-service and support in use of the system. Teachers will need at least 15 hours of in-service to implement the data-based management system. No special or additional funding will be required to implement the secondary reporting system.

Most of the costs associated with the data-based management system for monitoring student progress are for the development of tests and reports, for the inputting of data and the distribution of information. Computers are used

because they present the most cost-effective way to process the large amounts of data. In the absence of computers, the cost of implementing a data-based management system of the magnitude desired would be prohibitive.

Providing
Centralized
Data Processing

Provide centralized data processing services on a cost-effective basis with a continued high level of responsiveness to user departments, and use state of the art equipment and technologies.

The strategy for improving data processing services includes the following:

1. Replace the present Honeywell computer system July, 1982, with a system capable of processing applications at the district office as well as acting as a remote-job-entry device to the computer system at Metro II (the regional computer consortium for school districts).
2. Consider replacing punched card data entry systems with a system which can enter data directly to a computer system. Data processing and user department management will evaluate various options of equipment available, and make recommendations as appropriate.
3. Provide optical mark reading services to schools and administrative departments. This would include the scanning and scoring of test results, secondary grading, administrative reporting, etc. When a data-based management system for student achievement monitoring is developed, a method for scoring and recording various test and achievement data must also be developed.
4. Request that the State Board of Education provide local school districts the option of using state-developed software in the local district rather than at the regional processing center. Minneapolis should support the process of making software available to individual districts whenever the opportunity presents itself.

Developing
Finance
Applications

Apply technological advances to finance functions which are deemed feasible in terms of prudence.

The applications are as follows:

1. Add one CRT during 1982-83 in the cost accounting section and two CRTs during 1984-85 to be used in the payroll and position control sections.
2. Acquire a "distributing data processing" mini-computer system during 1982-83 to be used for hospitalization applications as soon as possible and for purchasing applications during 1984-85.

3. Apply the concept of "user department data entry" during 1983-84 for applications in the fringe benefits accounting area, first for certificated employees, and later for civil service personnel. This system would be similar to those operating currently in the Information Services Center and Media Departments. A data entry station system (similar to a CRT) would be installed.

The short term evaluation of these applications would center around the improvement of work load relationships. The long term evaluation would be in terms of improvement of work flow and additional service capabilities. Both short and long term evaluations will be based primarily on comparing past and present operational results.

Developing
Payroll/
Personnel
Applications

Improve the accuracy and efficiency of personnel record keeping and availability of information. Convert manually maintained systems requiring redundant data entry, duplicate postings and duplicate filing to a single automated system.

Currently a teacher transfer, for example, requires 12 clerical transactions which occur at different times. During the time lag, each set of records will show a different location for the teacher. Each transaction has the potential for error. An automated system would eliminate all but one data transaction plus one filing action.

A 10-step process is suggested for implementation of these improvements, including evaluation of information requirements, data, impact on support systems, effect on staffing needs, system design, and cost -- followed by procurement, software development, staff training and conversion.

Continuing
Development of
Student
Information

Continue the development of the student information file with development of policies and procedures concerning data privacy and records management programs and microfilming of documents.

The student information system integrates files pertinent for administrative and student uses and provides the base for the Student Achievement Data System.

Integrating
MIS Planning

Promote integrated planning for the school district's Management Information System through the Management Information and Instructional System Advisory Committee.

Staff members working with the elements of the district's information data base should continue to meet as a Management Information and Instructional System Advisory Committee to project future user requirements, mediate competing user priorities, and estimate hardware and personnel needs over the next five years. Subcommittees should represent the individual information systems: Student Information, Personnel, Finance, Facilities, and the Student Achievement Data System.

Establishing a
Media Processing
Center

Provide access to the instructional resources of school buildings as needed by students and teachers by establishing a K-12 media processing center, 1982-83.

With the elimination of the Elementary Processing Center and the severe reduction in clerical and aide staff in the schools, the acquisition and organization of print and audiovisual materials for retrieval by students and teachers is approaching a crisis level. The advent of increased emphasis on inter-library cooperation dictates the development of an automated data base. An automated process would result in the ability to consolidate orders for substantial economies, would provide a clearinghouse for reassignment of collections, would facilitate inter-district loans, would coordinate the selection of materials specific to district goals and objectives, and would provide services for sites without media specialists (hospitals, for example).

The processing center would provide acquisition services which include ordering and receipt of print and nonprint media center materials, and would organize materials for retrieval and processing.

Once the center is in operation, the staff should study the feasibility of building an automated data base for each building and district collection, and prepare a recommendation based on cost estimates.

Developing a
Media Booking
System

Building upon existing data files, install an automated booking system to schedule the circulation of instructional resources and to provide status reports for management of the district's resources.

Through a distributive data processing system, on-line booking would allow users at 20 sites to schedule the use of available instructional resources: would provide current information about the status of film/video distribution to determine needs for replacement/purchase of materials; and would provide statistics on the use of learning resources. An automated system would also provide information that would be the basis for developing a charge-back system for bookings.

The proposed strategy for implementation is as follows:

Combination automated and manual systems,	1981-82
-district computer file,	
-2 Apple computers and printer	

Add automated booking system
for films/video 1982-83
-mini-computer,
3 terminals,
optical scanner,
includes circulation,
preview, videotape,
duplication, copyright
limitations, printing
of confirmation reports
and distribution labels
and statistics

Field Trips/CRV 1982-83
-2 microcomputers
-2 printers,
includes booking, printing
of confirmation reports,
accounting and statistics

Add Health-Education Resource
Center (HERC) circulation, 1983-84
-1 microcomputer,
-1 printer

Toward the end of this period the system will be
evaluated and staffing needs will be studied. At
this time, the feasibility of reduction in staff
will be determined.

Complete integration of files 1984-85

Film/video booking on-line at 1985-86
20 selected building sites
assuming use of cable for data
transmission,
-20 terminals

The process is based on the present configuration of
personnel, organization, and usage patterns. The proposal
presupposes coordination between Media Services and Data
Processing to provide systems planning and continuity of
service.

Assisting Food
Service Planning

Apply computer technology to assist Food Service Department
to operate on a self-sustaining budget as a service
department integral to the Minneapolis Public Schools.

The Food Services Department proposes use of a micro or
mini-computer to establish meal costs; prepare nutritional
analyses; maintain inventories; and address personnel,
accounting and word processing needs. The department seeks
implementation of a computer system in 1982-83.

Updating Graphic Services

Provide printing and associated services at a high level of responsiveness on a cost-effective basis using state of the art technology and efficient management techniques.

The strategy for updating graphic reproduction is as follows:

1. Through the use of telecommunications, receive "captured" keystrokes from word processing equipment, microcomputer equipment and other district computers for typesetting. The system would be implemented September 1983.
2. Through the use of two regional graphic reproduction centers, increase responsiveness, lower or contain costs and increase administrative control of curriculum-related materials. When possible, surplus equipment would be used in the centers, which would be established September 1983. Current printing centers such as the transportation and special education centers would wind down their operations and most building locations would cancel their Xerox 2400 contracts. Two operators would staff each center. The centers would charge back all costs to users, at a lower rate than in present locations.
3. Update Educational Service Center printshop capital equipment to increase productivity and reduce or contain cost increases following study by a staff group. Increased productivity through the use of highly automated equipment would eliminate the need for additional production staff.

Developing Word Processing

Develop the use of word processing by the school district and conduct a feasibility study of the administrative support system approach to non-typing secretarial and clerical functions.

The strategy to achieve this objective is as follows:

1. Require use of Word Processing Center for almost all typing tasks at the Educational Service Center and encourage use of telephone dictation, providing training in its operation. Centralization eases supervision, establishes control and provides typing services more efficiently. The only exceptions to use of the Word Processing Center which will be permitted following the adoption of the Five-Year Plan would be occasional short, one-time correspondence or certain preprinted forms, approved specialized applications (personnel or inventory cards), and certain confidential documents. The center will continue to provide services for schools and decentralized locations with high volume, lengthy projects or documents requiring periodic updating.

2. Study the concept of introducing administrative support teams at the Educational Service Center. Such teams usually consist of two or three persons who provide service to six to twelve offices for non-typing tasks. This step should be completed by December 1982. Administrators and clerical staff will be interviewed and the work patterns of each department will be defined in detail. Consolidation of support services should permit the even distribution of workloads, better service and more efficiency. It should also provide the flexibility to move personnel from one department to another as workloads fluctuate.
3. Upgrade word processing equipment, as workload justifies, to allow the use of more sophisticated software and the ability to attach more peripheral equipment, such as additional workstations, printers, and telecommunications. Recommendations will be made as part of the capital equipment budget for 1982-83, but the decision to proceed will not be made until the production level resulting from step one is known. The cost of upgrading equipment could be reduced if planned in conjunction with an upgrading of equipment at the Minneapolis Technical Institute.
4. Require written justification and review by a committee chaired by the Associate Superintendent for Management Support Services for installation of decentralized word processing equipment in individual departments. The benefits derived from centralized word processing require that the philosophy be consistently applied. It is possible, however, that specialized applications or remote locations may justify additional word processing installations. The use of a committee process will provide a clearinghouse for such requests.

Improving Bus
Routing and
Scheduling

Implement an on-line system with additional tele-communications equipment to allow the Transportation Department to be responsive to changes in all routes and assignments and to efficiently monitor safety and accuracy on all kindergarten bus routes.

The strategy for maintaining an effective transportation assignment system has three parts:

1. Implement a system of on-line computer equipment with data base files consisting essentially of a computerized district map, school/program table, and current routes. The system would maintain the accuracy of the data base by cross-checking student information as it is entered and check the accuracy and completeness of student data. The system would allow new routes to be added, assignments to be changed, and route arrival and departures to be shifted to allow for better coordination and to provide general route and program

maintenance. A study of comparative systems will be completed so that a recommendation for implementation in 1982-83 will be developed.

2. Install telecommunications equipment to permit daily transmittal of school bus route changes to contract bus companies. Transmittal now requires a ten-day to two-week turnaround.
3. Install an Apple II computer program to efficiently monitor kindergarten round-up information in order to ensure absolute accuracy in the preparation of all kindergarten bus routes.

Conserving Energy

Develop a comprehensive energy conservation program to reduce energy use by 20 percent district-wide over the five-year period and to establish the Minneapolis Public Schools as a leader in the area of energy conservation.

The strategy for developing an energy conservation program includes a variety of steps, most of which involve technological applications.

1. Evaluate computerized operations of the mechanical systems which are currently being installed in five schools for the energy reductions which they produce. Expand use accordingly.
2. Continue improvements in maintenance and operational procedures which will conserve energy at little or no expense, identified from energy mini and maxi audits.
3. Direct architects and engineers to employ energy-efficient materials and equipment in the design of future rehabilitation projects.
4. Continue and improve methods of energy data collection and dissemination, to improve energy management.
5. Explore the possibility of an incentive program for energy conservation. Increase awareness through communications programs of the importance of energy conservation among students, faculty and other district personnel. Energy studies in the curriculum will increase awareness of the importance of conservation. Provide the opportunity for personnel to take continuing education in energy-related subjects (in-service training, attendance at seminars, etc.)
6. Continue cooperation with state and local agencies to maximize planning efforts for conserving fuel. Seek energy grants and other outside funding sources for funding energy conservation projects.

FINANCE

Sense of Direction

Although financial performance is only the means to the end of educational service provided by the Minneapolis Public Schools, strategic planning for financial performance is essential. Financial planning requires annual development of a five-year outlook with estimates based on updated assumptions regarding revenues and expenditures. It also requires use of a decision-making process for defining budget priorities and for allocating resources to match up with fiscal expectations on a year-to-year basis.

Long-term, strategic financial planning is not common in the public sector. Few of the financial yardsticks used in the private sector such as returns on assets and dividends are applicable in public institutions. The performance of a public agency is measured by the nature and quality of the services provided rather than by its financial performance. Financial performance (as measured by profit) seems to be the end in the private sector; it is only the means to the end of service provided in the public sector. Therefore, planning for financial performance has received relatively little attention in the public sector.

For the Minneapolis Public Schools, however, a major theme of the Five-Year Plan is "Do more with less." Doing more with less means cutting back on expenditures which are not essential to the district's educational mission in order to spend what's available in the classroom to improve student learning achievement. The fiscal outlook for 1982-87 demonstrates how much less the public school system will have to work with over the next five years.

Based upon revenue and expenditure assumptions developed February 1982, the fiscal outlook shows a pattern that could result in an accumulated deficit of \$98.6 million in the K-12 General, Transportation, Reimbursable and Capital Equipment Funds over the five-year period to 1986-87. Changes in expenditure patterns will be required to maintain the district's excellent record of financial solvency.

The revenue assumptions used to develop the fiscal outlook are as follows:

1. The local property valuation affecting taxes payable in 1983 will increase by ten percent and will increase by five percent in each of the four following years. The millage for general school purposes will increase from 24 mills in 1982-83 to 26 mills by 1984-85.
2. Funding from private foundations and agencies will not increase above the 1981-82 level. The private sector offered \$860,000 in financial support of school programs in 1980-81. It is assured that competing demands for corporate support may reduce the Minneapolis Public Schools' contributions to \$715,000 by the end of the five-year period.
3. Subcontract revenues from other government agencies will decrease an estimated 11 percent per year despite increased cooperation among the various units of government in the City. This assumption reflects the general tightening up on expenditures for all public services.

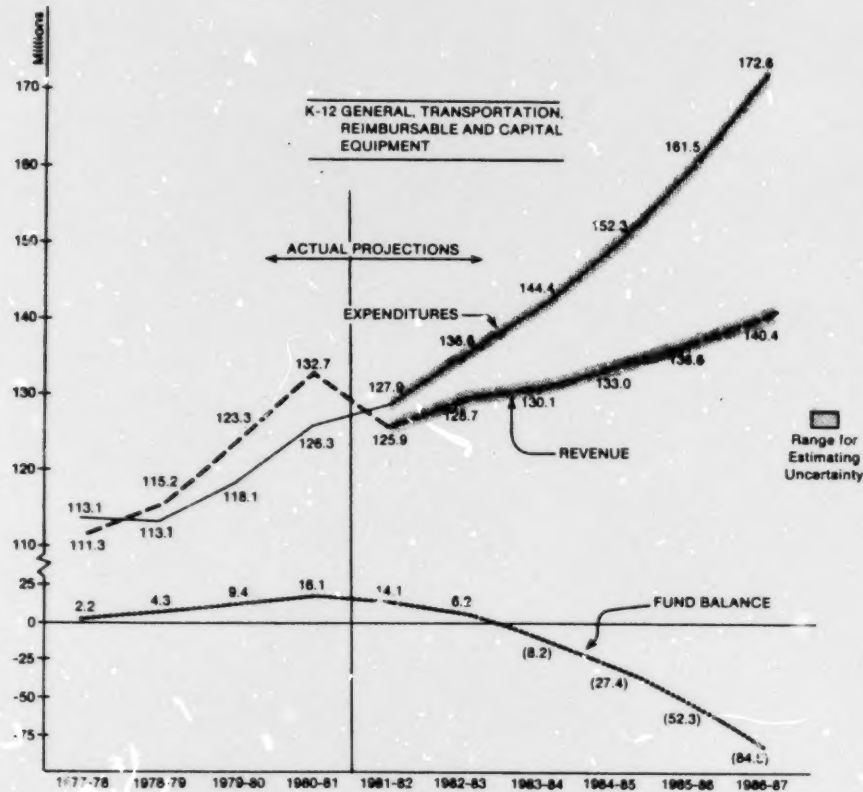
4. Categorical aids are now given for specific services such as programs for Limited English Proficiency students, secondary vocational programs, special education and transportation programs. State categorical aids will be reduced through action of the State Legislature. Some categorical aids will be phased into the foundation aid formula.
5. The increase in state foundation aids, which now account for 57 percent of the Minneapolis school district's general fund budget, will be limited by increases in the statewide property valuations and will be five percent per year. The aid per pupil unit will also be increased as the constant statewide dollar amount is distributed over fewer pupil units each year. The Minneapolis revenues from the state would be essentially flat, however, with a five percent per pupil increase at the same time as the number of students enrolled in the schools goes down.
6. The trend toward block grants will continue while total federal revenue for education continues to decrease by an estimated 20 percent per year. This assumption may be liberal, given the President's request for what would amount to a 50 percent cut in funding for education.
7. The reimbursement level for Secondary Vocational Education will be 45 percent of salary and staff travel expenditures in 1982-83, and will be reduced to 38 percent by 1986-87.
8. The anticipated statewide budget allocation for Post-Secondary Vocational Education will be reduced eight percent for 1982-83 by the Legislature. However, the Minneapolis Technical Institute's share of the reduction will be less because its enrollment is increasing rapidly. Although K-12 enrollments are declining, post-high enrollments are increasing.
9. Reimbursement allocated by the state for Adult Extension Division Vocational Aid will decrease yearly beginning in 1982-83. By 1986-87, there will be no reimbursement.

The general assumptions for expenditures over the five-year period are as follows:

1. Beginning with 1983-84, salaries will increase 7.5 percent, or about two percent below an annual anticipated increase in the Consumer Price Index of 9.6 percent. Salary increases for 1982-83 reflect the terms of contracts recently negotiated with 15 of the district's 17 bargaining units. The increase estimated for the Consumer Price Index is derived from the average of the last several years. The relatively conservative judgment about salary increases fits recent literature expecting moderation of wage increases throughout the United States.
2. Salary costs will decrease each year at 70 percent of the rate of enrollment decline from the previous year, before increases are applied on the basis of the first assumption. This again follows the historical trend.
3. Nonsalary items, such as energy and communications, will increase at 12 percent per year. In a later section costing out the Five-Year Plan, a 15 percent increase is used. Utilities costs are fluid and difficult to forecast.

The graph which follows illustrates the fiscal outlook based upon the current pattern of expenditures and the assumptions which have been described. Everything shown on the graph through 1980-81 is actual. Everything beyond 1980-81 is projected. The shading shows the historical pattern of a two percent leeway between projected and final results. The leeway has tended to end up with revenues being slightly higher and expenditures slightly lower than those projected.

Figure 19. K-12 GENERAL, TRANSPORTATION, REIMBURSABLE AND CAPITAL EQUIPMENT

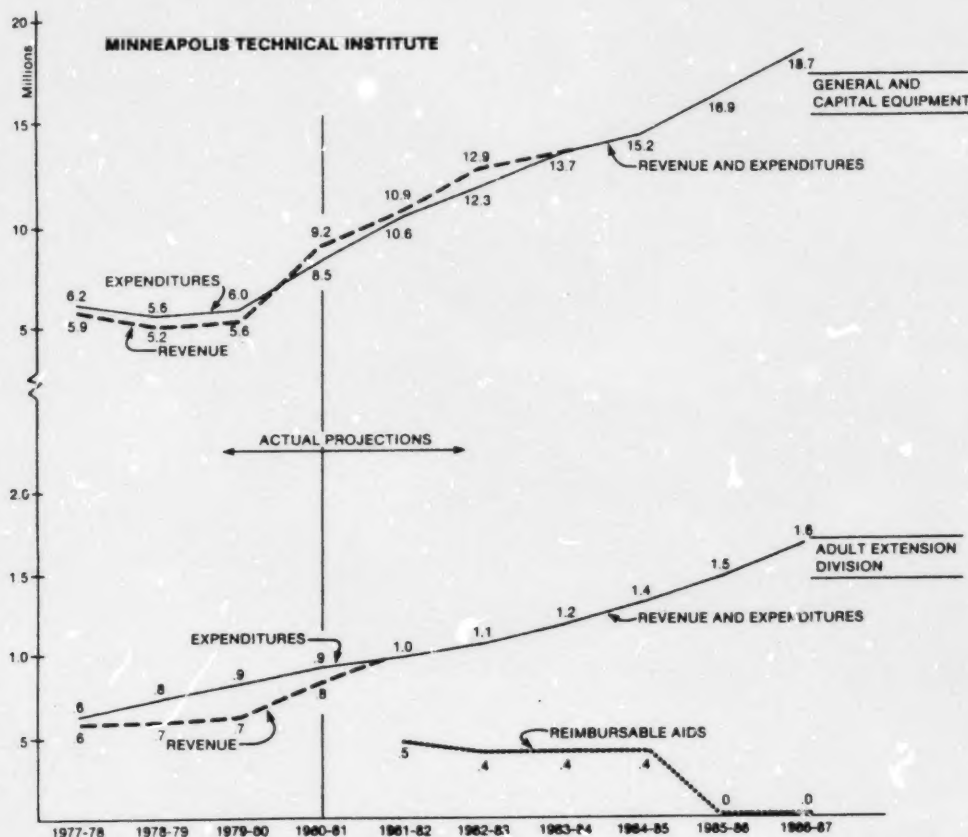


The overall picture shows an \$84.5 million deficit between revenues and expenditures by the end of the five-year period. Given the fact that the district starts off with a \$14.1 million reserve, the accumulated deficit would add up to \$98.6 million by 1986-87.

The fiscal outlook for the Minneapolis Technical Institute and adult extension programs shows that the institutions must increase their dependence upon tuition and business donations in order to be self-supporting, given assumptions of cutbacks in reimbursement for post-secondary vocational education, and elimination of reimbursement for adult extension programs by the end of the five-year period.

The Minneapolis Board of Education has decided that the district will focus its resources on the K-12 program, and that no service to preschool or post-secondary students would be provided which is not self-supporting -- either from special public funding or from private tuition and contributions. Given the assumption that adult extension education will no longer be receiving reimbursable state aid, and that aid to post-secondary vocational education will be cut back substantially, the programs for post-secondary students offered by the Minneapolis Schools will become dependent upon business donations and tuition during the five-year period. This pattern is demonstrated in Figure 20.

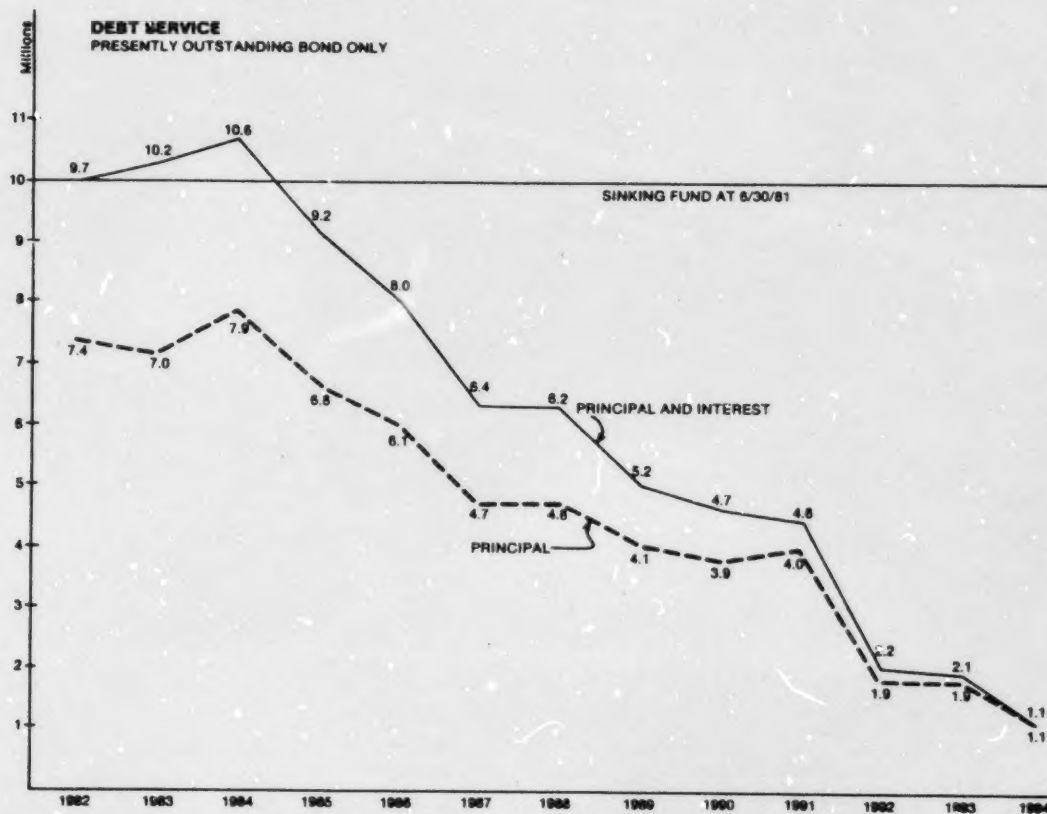
Figure 20. MINNEAPOLIS TECHNICAL INSTITUTE GENERAL AND CAPITAL EQUIPMENT



Finally, the fiscal outlook for the school district's Debt Service Fund shows a rapid decline in the principal and interest payments on presently outstanding bonds beyond 1984. The Minneapolis Public Schools should plan carefully to maximize flexible use of the Capital Outlay and Building Funds.

Figure 21 presents data pertaining to the Debt Service Fund. The "sinking fund" is the amount available to cover upcoming principal and debt payments for which the district levies tax revenues year after year. The graph shows the decline beyond 1984 of the principal and interest payments on presently outstanding bonds. The downward trend demonstrates the extent of the district's ability to sell new bonds for capital expenditures. Recommendations in the Action Plan are related to the flexible use of that additional bonding capability.

Figure 21. DEBT SERVICES



Costs and savings derived from the policies and programs recommended to date in the Five-Year Plan demonstrate an overall savings in all funds of \$17,634,319. These savings, derived primarily from five-year savings gained by closing schools, are not adequate to close the gap between revenues and expenditures shown in the K-12 fiscal outlook. The amount of savings proposed in the Five-Year Plan must be realized. In addition, however, all costs proposed in the Five-Year Plan must be reviewed along with ongoing budget requests in order to cut back expenditures and allocate resources in such a way as to eliminate the possibility of a K-12 deficit.

The Finance Planning Team costed out the 31 Action Plan items in Part 1 of the Five-Year Plan, the 59 Action Plan items in Part 2 of the Plan, and the recommendations proposed in the Communications, Facilities and Finance section of this draft of Part 3. Table 1 shows the costs and savings for each of the

specific Five-Year Plan recommendations for which estimates were available. Some of the recommendations, such as those requiring remediation and intervention strategies for students who have not met performance objectives for basic skills achievement, or those costs related to the development of magnet school programs, have not had price tags associated with them as yet. The cost of implementation to date is also not shown. One-time savings from capital improvement costs not incurred for buildings closed in the Facilities Plan were not considered. Rehabilitation costs for remaining facilities were not considered because most of those improvements would be necessary under any circumstances. Seven percent escalation for inflation over the years of the Five-Year Plan was used except for heating fuels and electricity. Little emphasis was placed upon precise definition of items under \$10,000.

Table 13 is therefore incomplete. It does, however, fulfill the task assigned by the Board of Education to the Finance Planning Team: "Tell us the costs and savings associated with the recommendations in the Five-Year Plan so that we can then proceed with greater wisdom to review those recommendations." The Board will not make final judgments about implementing the Plan recommendations until an implementation plan is developed in the fourth planning cycle, April to June 1982. The process of costing out every item in the Five-Year Plan, April 1982, will be completed before an implementation plan is developed.

Table 13. COST/SAVINGS FOR SPECIFIC FIVE-YEAR PLAN RECOMMENDATIONS

<u>Item</u>	<u>Five-Year Costs/(Savings)*</u>
Definition of curriculum objectives and assessment procedures; expansion of citywide assessment program; annual reporting of test data in data-based management system	\$1,182,530
Development of linkages with child care providers	\$ 167,175
Teacher workshops: secondary course counseling for students who have consistently performed below potential	\$ 22,500
In-service for revised Human Relations Guidelines	\$ 129,000
Policies for Alternative Programs and Intervention Programs	\$ 35,000
Design of programmatic options for magnet schools (staff development)	\$ 20,030
Development of desegregation plan (staff development)	\$ 200,000
Development of grade organization plan (in-service)	\$ 35,500
Elimination of "social promotion" (teacher training in intervention)	\$ 20,000

*Savings shown in parentheses ()

Table 13. (continued)

<u>Item</u>	<u>Five-Year Costs/(Savings)</u>
Development of citywide objectives for citizenship education (in-service)	\$ 35,500
Citywide Partnership Conference on Dropout Prevention (outside funding for developing model but in-service needed)	\$ 35,500
Discontinuation of Area offices; reductions of number of superintendents	\$ (771,267)
Reduction in administrative organization	\$ (637,062)
Merger of Federal Programs with Finance	\$ (448,174)
Reduction in Teachers on Special Assignment	\$ (658,647)
Establishment of Office of Planning, Development and Research	\$ 370,169
Establishment of Department of Human Resources (minority recruitment, performance appraisal system, coordination of staff development, affirmative action)	\$ 662,569
Leadership training for principals	\$ 125,000
District-wide media technology services	\$1,405,906
District-wide instructional computer services (resource center)	\$ 70,000
Technological leadership at each school (a building technologist, technology literacy for staff and students)	\$1,014,832
Specialized technological training as appropriate for staff	\$ 400,000
Use of technology as appropriate in the instructional process	\$ 26,000
Pilot for Science/Technology Magnet Program	\$ 74,381
Centralized planning and purchase of equipment acquisition (computers, telecommunications, software)	\$3,860,000
Increase in per pupil budgets for learning materials and equipment	\$3,705,630

Table 13. (continued)

<u>Item</u>	<u>Five-Year Costs/(Savings)</u>
Data-based management system to include continuous assessment of student progress	\$ 897,255
Centralized data processing services	\$ 283,000
Application of technological advances to finance functions	\$ 54,600
Improvement in accuracy and efficiency of personnel record keeping	\$ 28,800
Continuation in development of student record file	\$ 9,000
Establishment of K-12 media processing center	\$ 507,526
Automated booking system to schedule circulation of instructional resources	\$ 141,800
Application of computer technology to assist Food Services	\$ 30,000
Improvement of word processing and feasibility study of clerical and secretarial functions	\$ 35,000
On-line systems with telecommunications for Transportation Department	\$ 150,000
Comprehensive energy conservation program to reduce energy consumption by 20 percent, etc.	\$ (913,020)
Implementation of Communications recommendations; Community Relations Office	\$ 673,587
Implementation of recommendation to hire fundraiser in Community Development Office	\$ 196,598
Operational savings from proposed school closings (three senior high schools 38.8%; two junior high schools 20.9%; 13 elementary schools 40.3% of savings)	\$(19,544,681)
Instructional savings from closing three senior high and two junior high schools	\$(7,616,908)
Instructional savings from closing 13 elementary schools	\$(3,714,118)
Food Services savings from proposed school closings	\$(1,880,625)

Table 13. (continued)

<u>Item</u>	<u>Five-Year Costs/(\$avings)</u>
Additional transportation costs resulting from Facilities Plan (\$9,832,494 assumed to be reimbursable by the state)	0
Costs related to moving and closing facilities, transition program	\$1,945,795
TOTAL	\$17,634,319

Tables 14 and 15 summarize the costs and savings recommended in the Five-Year Plan, first by Action Plan Groups, and then by Fund. The tables show that the most substantial costs proposed by the plan are related to technological applications as applied in the curriculum, in the implementation of a data-based management system, and in administrative applications of technology. The most substantial savings are related to cuts in the central administration, elimination of the Part 1 recommendation to provide a full-day kindergarten unless state reimbursement is provided, and savings related to facilities closings.

The overall savings in all funds resulting from the implementation of Five-Year Plan recommendations is \$17.6 million. These savings are not adequate to close the gap between revenues and expenditures shown in the K-12 fiscal outlook. In order to close that gap, the district will probably need to cut \$8 million in its operating expenditures during the next two years, reduce its reserves by \$4.1 million to hold steady at \$10 million, and apply all of the \$30 million saved through school closings.

Every expenditure, including those proposed in the Five-Year Plan, must be examined against budget priorities in order to make the cuts in K-12 funding which are needed. The school administration should also study the amount of future bonding in terms of the impact of the Five-Year Plan, especially the Facilities Plan.

A decision-making process must be developed and applied to analyze budget requests including those stemming from Action Plan items in the Five-Year Plan, in terms of their relationship to the educational mission of the Minneapolis Public Schools. Budget priorities related to the mission of the school system should determine allocation of limited resources.

The Board of Education has defined its educational priorities in the Mission Statement. The Board has also stated its commitment to developing a stable school system which would attract and retain students. Community confidence in the public school system must be gained in order to attract and retain families.

The Action Plan which follows recommends a decision-making process which would apply priorities based on the Board's mission statements to budget requests. The process uses a rating system similar to the Budget Priority Framework used in Minneapolis by the Capital Long-Range Improvements Committee and the Budget

Note: A revised Table will be published as part of the implementation plan, June 1982.

Table M. FIVE YEAR PLAN COST/SAVINGS: SUMMARY BY ACTION PLAN GROUPS

Plan Recommendation: Plan Summary by Action Plan Groups

Space Requirements:

Cost Category: A ☐ B ☐ C ☐

D ☐ E ☐ F ☐ G ☐

FUND	SUMMARY	
	COSTS	REVENUE
G	(21,219,133)	
T	(297,981)	
CO	5,838,655	
FS	(1,880,625)	
*	(75,235)	
TOTALS	(17,634,319)	

Description	1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		Totals
	Pos. \$	Fund	Pos. \$	Fund	Pos. \$	Fund	Pos. \$	Fund	Pos. \$	Fund	Pos. \$	Fund	
Part 1		6,800 G		1,862,829 G		1,734,444 G		1,862,111 G		1,989,850 G		2,126,371 G	9,584,405 G
Part 2													
Expectations for Achievement				22,400 G		23,200 G		14,200 G		15,000 G		16,200 G	91,000 G
Central Administration				(71,410) G		(317,174) G		(339,359) G		(363,107) G		(391,362) G	(1,482,412) G
School Building Administration				25,000 G		25,000 G		25,000 G		25,000 G		25,000 G	125,000 G
Technology & the Curriculum		20,000 G		949,476 G		1,172,302 G		1,281,869 G		1,284,771 G		1,185,276 G	5,893,694 G
		105,000 CO		997,011 CO		996,011 CO		1,191,011 CO		1,188,011 CO		186,011 CO	4,663,055 CO
Data-Based Management System				560,177 G		579,378 G		322,770 G		325,583 G		251,877 G	2,079,785 G
Admin. Applications of Technology				(66,497) G		(57,676) G		(50,769) G		(42,846) G		(35,471) G	(253,259) G
		7,500 CO		253,700 CO		85,000 CO		95,700 CO		104,500 CO		108,800 CO	655,200 CO
				4,953 *		(20,047) *		(20,047) *		(20,047) *		(20,047) *	(75,235) * Misc. Funds
Totals - Part 2		132,500		2,674,810		2,485,994		2,520,375		2,516,865		1,366,284	11,696,828 Funds
Communications				116,656 G		124,824 G		133,536 G		142,885 G		152,886 G	670,787 G
				2,800 CO									2,800 CO
Finance - Fundraiser				34,200 G		36,594 G		39,102 G		41,900 G		44,802 G	196,598 G
- No expense for full-day kindergarten				(1,560,000) G		(1,664,000) G		(1,788,800) G		(1,913,600) G		(2,048,800) G	(8,975,200) G
Plan Totals - before Facilities		139,300		3,131,295		2,717,856		2,766,324		2,777,900		1,643,543	13,176,218 Funds
Facilities ¹		167,650 G		(4,300,983) G		(5,498,031) G		(5,976,103) G		(6,489,301) G		(7,052,763) G	(29,149,531) G less lost reimb.
				(50,077) T		(63,583) T		(57,333) T		(61,347) T		(65,641) T	(297,981) T after reimb.
				713,500 CO		48,800 CO		(76,100) CO		(81,500) CO		(87,100) CO	517,600 CO
				(327,023) FS		(349,914) FS		(374,409) FS		(400,618) FS		(428,661) FS	(1,880,625) FS
Totals - Facilities		167,650		(3,964,583)		(5,862,728)		(6,483,945)		(7,032,766)		(7,634,165)	(30,810,537) Funds
Column Totals	\$	306,950	\$	(833,288)	\$	(3,144,872)	\$	(3,717,621)	\$	(4,254,866)	\$	(5,990,622)	(17,634,319) Funds

Revenue Generated (if any) amount, year(s), source:

¹Without one-time savings, \$29,430,000 (see Facilities Summary)

05178 200 \$ _____ \$ _____ \$ _____ \$ _____ \$ _____ \$ _____

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Note: A revised table will be published as part of the implementation plan June 1982.

Table 15. FIVE-YEAR PLAN COST/SAVINGS: SUMMARY BY FUND

Plan Recommendation: Plan Summary by Fund
(REVISED 2/12/82)

Cost Category: A ☐ B ☐ C ☐

D ☐ E ☐ F ☐ G ☐

Space Requirements:

FUND	SUMMARY	
	COSTS	REVENUE
_____	_____	_____
_____	_____	_____
_____	_____	_____

Description	1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		Totals	
	Pos. \$	Fund	Pos. \$	Fund	Pos. \$	Fund	Pos. \$	Fund	Pos. \$	Fund	Pos. \$	Fund		
General Fund	194,450	G	(2,428,152)	G	(3,841,139)	G	(4,476,443)	G	(4,983,865)	G	(5,683,984)	G	(21,219,133)	G less lost reimb.
Transportation Fund			(50,077)	T	(63,583)	T	(57,333)	T	(61,347)	T	(65,641)	T	(297,981)	T after reimb.
Capital Outlay Fund	112,500	CO	1,967,011	CO	1,129,811	CO	1,210,611	CO	1,211,011	CO	207,711	CO	5,838,655	CO
Food Service Fund			(327,023)	FS	(349,914)	FS	(374,409)	FS	(400,618)	FS	(428,661)	FS	(1,880,625)	FS
Other Funds			4,953	*	(20,047)	*	(20,047)	*	(20,047)	*	(20,047)	*	(75,235)	*Misc. Other Funds
Plan Totals	<u>306,950</u>		<u>(833,288)</u>		<u>(3,144,872)</u>		<u>(3,717,621)</u>		<u>(4,254,866)</u>		<u>(5,990,622)</u>		<u>(17,634,319)</u>	All Funds
General Fund Totals without Facilities	<u>26,800</u>		<u>1,872,831</u>		<u>1,656,892</u>		<u>1,499,660</u>		<u>1,505,436</u>		<u>1,368,779</u>		<u>7,930,398</u>	Total Cost
Capital Outlay Fund Totals without Facilities	<u>112,500</u>		<u>1,253,511</u>		<u>1,081,011</u>		<u>1,286,711</u>		<u>1,292,511</u>		<u>294,811</u>		<u>5,321,055</u>	Total Cost

Column Totals \$ _____ \$ _____ \$ _____ \$ _____ \$ _____ \$ _____

Revenue Generated (if any) amount, year(s), source:

Note: Facilities figures are without one-time savings, \$29,430,000 (see Facilities Summary)

Office to rate capital improvement requests. A consistent method of budget analysis is needed for the Board of Education to make the hard choices required to implement its Five-Year Plan recommendations as well as to cut the operating budget and match expenditures to revenues in the fiscal outlook.

The Action Plan items are presented in descending order of importance. Implementation of each item presented, however, will assist the Minneapolis Public Schools to match revenues to expenditures and to reduce the potential for a K-12 budget deficit.

Action Plan

Applying a Framework for Budget Decision- Making

Apply a "Framework for Budget Decision-Making" as a guide for the development, discussion and evaluation of budget proposals by the Board of Education, Cabinet, administration, citizen advisory groups and others involved in various aspects of the budget process. Review and revise the framework annually to assure that it reflects current school district priorities.

The "Framework for Budget Decision-Making" contains two types of criteria for consideration of budget alternatives. First, a budget proposal is judged in relation to the overall priorities of the school district and assigned to a Priority Area. Then, the proposal is judged by Other Criteria according to how necessary it is to achieving key school district objectives and how well the proposal meets those objectives.

The Priority Areas are defined as follows:

1. Essential to maintain the educational program.

The school district must focus its resources to assure a basic level of performance within the K-12 program.

- . To ensure equal access to educational opportunities in an integrated environment.
- . To ensure adequate achievement in the basic skills necessary as a foundation for living in a changing society.
- . To ensure diversity of program and curriculum guaranteed to Minneapolis residents.
- . To ensure that the public schools maintain the level and quality of instructional programs, staff and other services required by law.
- . To ensure a level of service acceptable for special populations.

2. Essential to improve the educational program.

Once it is ensured that the basic educational program will be maintained, resources should be focused on improving the program by implementing recommendations for change in the Five-Year Plan (as it is updated each year).

3. Desirable to improve the educational program.

Other programs or actions may be proposed which are not specifically recommended in the Five-Year Plan but which would result in an improved program. Once it is assured that the basic educational program will be maintained and Five-Year Plan recommendations will be implemented, available resources should be focused on these recommended programs or actions. Proposals considered within this category might contribute to one of the following illustrative objectives:

- . To enhance the environment for learning.
- . To provide activities, program choices and alternatives in instructional styles in addition to the level of diversity generally regarded as essential.
- . To provide services and programs above the basic level for special populations.

4. Desirable to achieve other district objectives.

Other programs or actions may be proposed which are not specifically recommended in the Five-Year Plan but which would result in implementation of other district objectives, for example, promoting community confidence in the public school system. Illustrative items might include actions:

- . To promote continuity and stability in the public school system, looking both to the past and to the future.
- . To promote the linkage of the public school system to the community, including adult or preschool education, parent involvement or public relations.

5. Not quantified but of no significant cost.

Programs with attractive cost/benefit ratios that are consistent with the district's objectives should be implemented immediately, irrespective of where they fit in the priority categorization.

The Other Criteria have been defined as follows:

A. Degree of Necessity

- How necessary is the proposal to the achievement of key school objectives?
- Are there other alternatives available to the people inside or outside the school district to be served by the proposal?

B. Timeliness

- To what extent would the proposal assure timely achievement of specific annual objectives related to or necessary for achievement of objectives contained in the Five-Year Plan?

C. Directness of Impact

- How directly does the proposal impact students?
- Do students benefit directly from new services proposed?
- Would reduction or elimination of this service impact upon students?

D. Cost-Effectiveness

- What is the cost of the proposal in relation to the number of students benefited? (Assumes low cost per pupil is desirable.)
- Are the objectives of the proposal reasonable and consistent with the resources being requested?
- What is the long-term impact on operating costs? Would future resources be committed in other ways?
- Would outside funding be used or would local tax support be required?

All proposals would be ranked within the priority areas based on their relative degree of necessity, timeliness, impact and cost-effectiveness. Proposals would then be ranked according to the results of a scoring system which would take into account both priority ratings and ratings from the other criteria. Each proposal would be assigned a total score and the size of the available budget would determine the cut-off point between proposals which are or are not funded.

The rating system does not provide easy or automatic answers. Those who rate proposals will introduce their own values depending upon their personal perceptions and the skill of the writer of the proposal. The system should, however, require those who develop budget proposals to consider the relationship between their concepts and the district's priorities. It will also force decision makers to focus their attention on what the schools are all about. . .the educational program. The framework should be applied for programs now operating as well as for new requests.

Forming a
Citizen Advisory
Group

Establish an ongoing citizen advisory group to include parents, representatives from the community at large, and school staff to participate in budget decision making.

Opportunities for timely community participation in the process of budget decision making should be formally integrated into the budget process. An ongoing citizen

advisory group would use the "Framework for Budget Decision Making" as a tool for reviewing the administration's budget proposals. Their work would be used by the Cabinet and Board of Education to make budget decisions.

The Associate Superintendent for Management Support Services will be responsible for developing and staffing the Budget Advisory Committee, and for the application of the Budget Priority Framework.

Using the
Program Format
for the Budget

Present individual budget proposals and the overall school district budget in a programmatic format that clearly links proposed expenditures with the services to be provided and objectives to be achieved through those expenditures.

A highly formalized zero-based budgeting approach with its associated paperwork may not be desirable or possible. It is essential, however, that expenditures be clearly linked to programs throughout the budget process if resources are to be allocated on the basis of school district priorities, and in a way that most effectively achieves key school district objectives.

Considering a
Maintenance Levy
Referendum

Consider a basic maintenance levy referendum to increase General Fund revenues while reducing capital and/or debt redemption levies at no increased cost to the taxpayers.

In order to provide sufficient funds for district operations, as the principal and interest payments on presently outstanding bonds decrease, it might be feasible to consider a basic maintenance levy referendum and to simultaneously reduce the capital and/or debt redemption levies accordingly. The primary need for funds will be in the operating rather than the capital outlay budget. Some method of increasing the one while decreasing the other needs to be considered.

Applying
Property Sales
to Capital
Expenditures

Consider the following methods to apply the proceeds from the sale of property in such a way as to provide the funds needed for the approximate \$5.8 million in capital expenditures called for in the Five-Year Plan.

1. Support legislation to permit the proceeds from the sale of property, after retiring any debt remaining on that property, to be deposited to the Capital Outlay fund without a corresponding reduction to that fund's levy limitation.

or

If the law is not changed and most sale proceeds continue to go to debt redemption, finance capital expenditures as much as possible from the Building Fund (sale of bonds) rather than from the Capital Outlay Fund. The net result should be that the debt repayment for those expenditures will be financed from the sale of properties.

2. Support legislation to permit the proceeds from the sale of property to be used to offset the costs associated with closing and with relocation, including rehabilitation costs at the receiving school(s), before retiring any district debt.

The present law permits the use of sale proceeds to "replace the building or property sold" after retiring debt on that particular property. Building replacement should be considered to include rehabilitation of a building which will house students as a result of a school closing.

Assuring Control
Over School
Property

Establish strong controls and clear authority during school mergers to assure:

- . accurate property accounting before and after school closings and moves.
- . secure inventories of equipment, books, materials and supplies in/from buildings to be closed.
- . equitable and reasonable distribution of property to other buildings.
- . controlled disposition of surplus.
- . enforcement of strong penalties for theft or unauthorized removal of school property.

The school district inventoried equipment, books, material and supplies in all school buildings as of December 1981. This accounting will be used to keep a check on property during and after school closings and moves.

Employee termination should result immediately from theft or unauthorized removal of school property. Similarly strict penalties should be imposed on students or others taking school property during the process of completing school closings and moves.

Declaring a
Moratorium
on Equipment
Purchases

Declare a moratorium on equipment purchases until the inventory of reusable, surplus equipment resulting from school closings is exhausted.

Purchases of equipment should be permitted only after review by the Office of Facilities and Plant Planning and approval by the Cabinet. The moratorium would provide funds to help finance the capital outlay needs of the Five-Year Plan. The only exception to this moratorium would be new equipment approved as part of the Five-Year Plan that cannot be provided from surplus inventory.

Leasing
Warehouse
Storage

Lease warehouse space as needed rather than using space in closed buildings for storage of surplus inventory.

Closed buildings are inaccessible because they are not set up for storage. They also present security, fire and theft risks. The use of numerous buildings for storage results in multiple moves and interferes with the disposition of the properties.

Sharing Services
and Equipment
with Other
Agencies

Encourage the sharing of personal services, materials and equipment on a self-supporting basis with others where such services would not be affordable if obtained by the district alone. Similarly, treat programs conducted by the Minneapolis Public Schools for other government agencies or for the private sector as contracts for service and charge the appropriate administrative costs. Extend operational services of the school system to other agencies and organizations on a self-supporting basis where the resulting economies of scale will work to the benefit of the district.

Because of its size and concomitant resources, the Minneapolis Public Schools provide services such as media production which are outside the capacity of other agencies and organizations to provide. On the other hand, the school system could still gain from sharing some services or equipment with other school districts when such services would not be affordable if obtained by the district alone. The concept of sharing services and equipment to provide efficiency and economy has not been adequately addressed. More should be done to develop cooperative relationships with other agencies and organizations . . . particularly other metropolitan school districts.

Assessing
Purchase of
Service
Contracts

Explore purchase of service contracts to obtain the most efficient and effective operational services.

Purchase of service contracts may result in economies in comparison to services provided by Minneapolis Public School employees.

Assessing Fuel
Oil Futures

Explore the feasibility of trading in fuel oil futures to hedge against the increasing costs of heating.

Prices of fuel for heating are erratic, although they tend to be following a 15 percent annual rise overall. It may be wise for the district to make a substantial commitment to fuel purchase when the price is relatively low in order to save on fuel costs at a later time.

Leasing of
Property

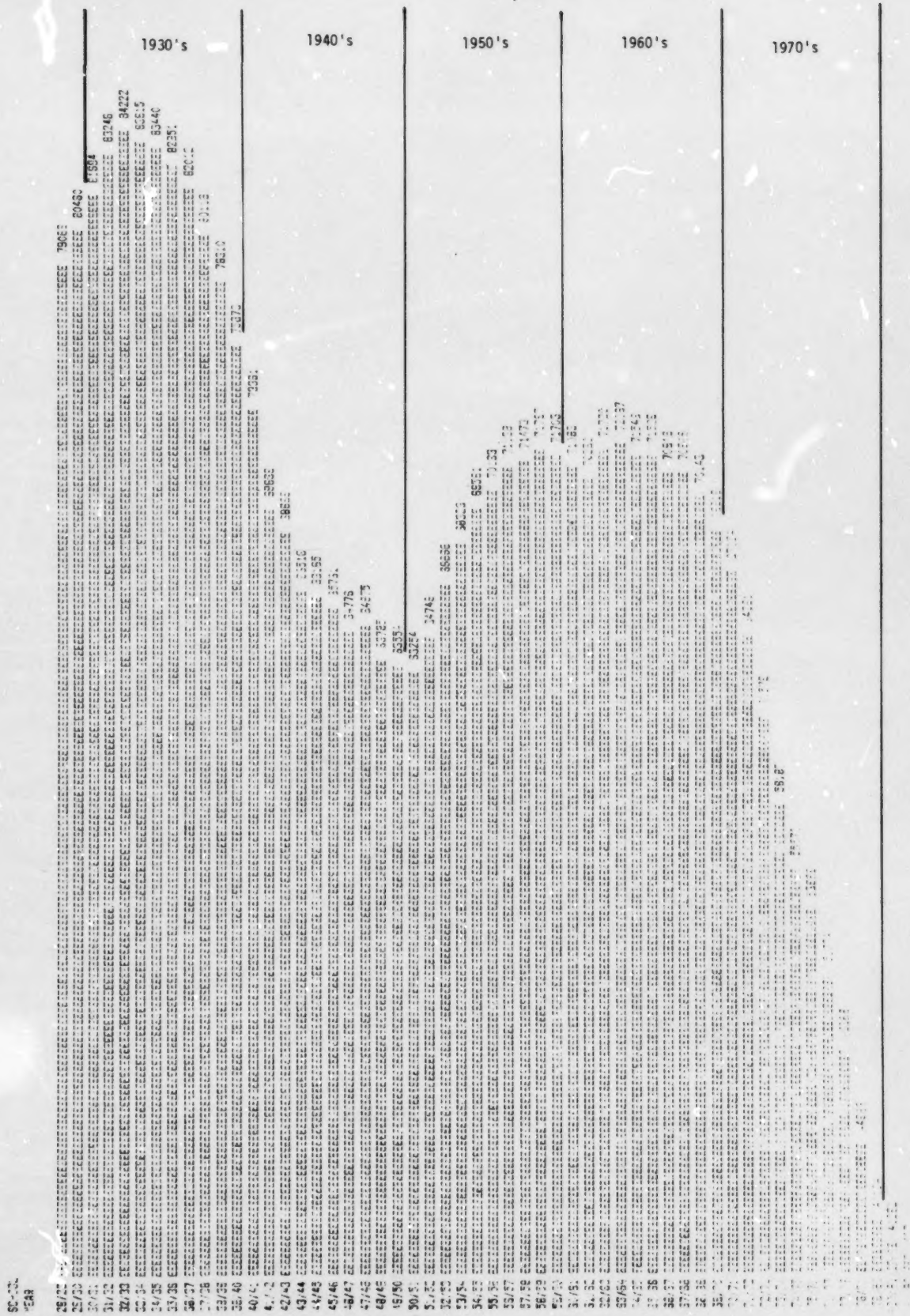
Explore the feasibility of holding and developing property (e.g., long-term lease) with the district sharing in the profits of development and leasing. This policy would require legislative sanction.

The policy of holding on to "mothballed" property which is then leased is showing up in school districts around the nation. Leasing would help to keep the building self-supporting until it is needed for educational purposes. The legislature would need to change existing statutes and regulations in order to allow long-term leasing of school buildings to profit-making organizations.

APPENDIX 1. PUPIL ENROLLMENT AND
SCHOOLS PERSONNEL

APPENDIX 2. EXAMPLES OF INTERDISCIPLINARY
BASIC SKILLS OUTCOMES

Figure A. Enrollment History, 1928-1981



APPENDIX 1.
PUPIL ENROLLMENT, PRE-K-12,
AND MINNEAPOLIS PUBLIC SCHOOLS PERSONNEL

PUPIL ENROLLMENT - HISTORY AND PROJECTIONS

This Appendix offers a brief summary of the history and projections for pupil enrollment, pre-kindergarten through grade 12, used to develop the Five-Year Plan for the Minneapolis Public Schools. Reference is made to projected enrollments for the Minneapolis Technical Institute, Adult Vocational Education and Community Education programs within the text of the document. Also shown in this Appendix is a table displaying staffing data by personnel classifications, 1978 through 1981.

Figure A shows the enrollment history of the Minneapolis School District since 1928-29. The peak enrollment of 84,222 occurred in 1932-33 and included K-12, special education and technical institute students. During the 1930s and 1940s, the district experienced a drop in enrollment to a low of 63,054. This period covers the World War II years and the opening of the suburban high schools. The 1950s then saw an enrollment increase, while the 1960s provided relative stability, although the decline which the district is now experiencing began following the 1963-64 school year when the enrollment was 72,087.

The decline in enrollment during the 1970s was severe. A loss of 24,930 pupils occurred during the ten-year period . . . an average of 2,500 per year. The loss was accounted for both by out-migration of families from the city and by a gradual reduction in the birth rate. Finally, as we enter the 1980s, the district is beginning to see a reduction in the rate of decline.

Enrollment projections have been developed for the next five-year period. The following points should be made about the projections:

1. The projections are based on data gathered for the fifth Friday of each school year and are made for the fifth Friday of each of the coming years . . . approximately October 1.
2. The projections are mathematical extensions of past history. In other words, if that which has happened in the past continues into the future, we can reasonably expect to obtain these results.
3. The actual enrollments that will be realized as each year begins are influenced by many factors beyond the district's control--for example:
 - a. Will the proposed tax credit/voucher system be adopted and provide incentives for parents to enroll their children elsewhere?
 - b. Will the numbers of Southeast Asian pupils entering the schools in substantial numbers during the past two years decrease?
 - c. What will be the effects of planning decisions regarding facilities, boundary changes and grade organization on pupil enrollment?

The five-year projections will be updated each year as the new enrollments are tabulated in order to keep abreast of changing conditions.

Figure B shows that the district projects a decline in pupil enrollment (including all students pre-K through 12 including Special Education) during the ten-year period 1977 through 1986 from 47,542 to 35,049. The present enrollment is 39,065. The data projects an enrollment of 37,718 for fall 1982. The data further indicates that enrollment will continue to decline through fall 1986 although not as rapidly as was the case during the 1970s. The primary reasons for the reduction in the rate of decline are the increases in the number of births to Minneapolis residents and the increase in the number of Southeast Asians attending the city's schools.

Table A details citywide projections of enrollment by grade. Variation in the pattern of pupil enrollment by grade can be generalized as follows:

Kindergarten. The enrollments in kindergarten vary directly with the number of births to Minneapolis residents five years previously. Over the past eight years, the district has enrolled approximately 53 percent of the births as kindergarten pupils five years later. The present enrollment of 2,695 is expected to increase gradually to 2,950 over the next five years.

K-6. The K-6 enrollment will decrease from the present 20,316 pupils to 18,439 pupils in fall 1986. The slight growth beginning in 1986 is caused by the increase in births that began in 1977.

Grade 7-8. The grade 7-8 projections indicate a sharp decline beginning in 1983. The enrollment for K-6 pupils in 1977, 1978 and 1979 was dropping quite rapidly, therefore grades 7 and 8 will likewise decline quite rapidly beginning in fall 1983. The present 7-8 enrollment of 5,715 will decline to 4,448 in 1986.

Grades 9-12. The table indicates a drop from 12,135 at present to 11,268 in fall 1986. The relative stability from fall 1982 to fall 1986, however, should not be interpreted as continuing beyond 1986 because the sharp drop of fall '83 displayed for grades 7-8 will be felt in the 9-12 population in fall 1985 as those seventh-grade pupils become ninth graders.

Special Education. A constant number, slightly less than 900, is projected for special education students in self-contained classes or at special education sites. Mainstreamed pupils are considered in the regular grade-level projections.

In summary, enrollment in the K-12 Minneapolis Public School programs is expected to decline during the next five years, but the increase in number of births to Minneapolis residents which began in 1977 is likely to produce a stable enrollment in the elementary schools during the late '80s, and a stable enrollment in the secondary schools during the early '90s--if the public schools can just attract children of Minneapolis residents to the same degree as they have attracted them during the last decade.

Table B summarizes the staffing pattern of the Minneapolis Public Schools, 1978 - 1981. Personnel cuts have been made in all categories, but rates of attrition are uneven among categories.

Figure B. Enrollment History/Projections 1977-1986

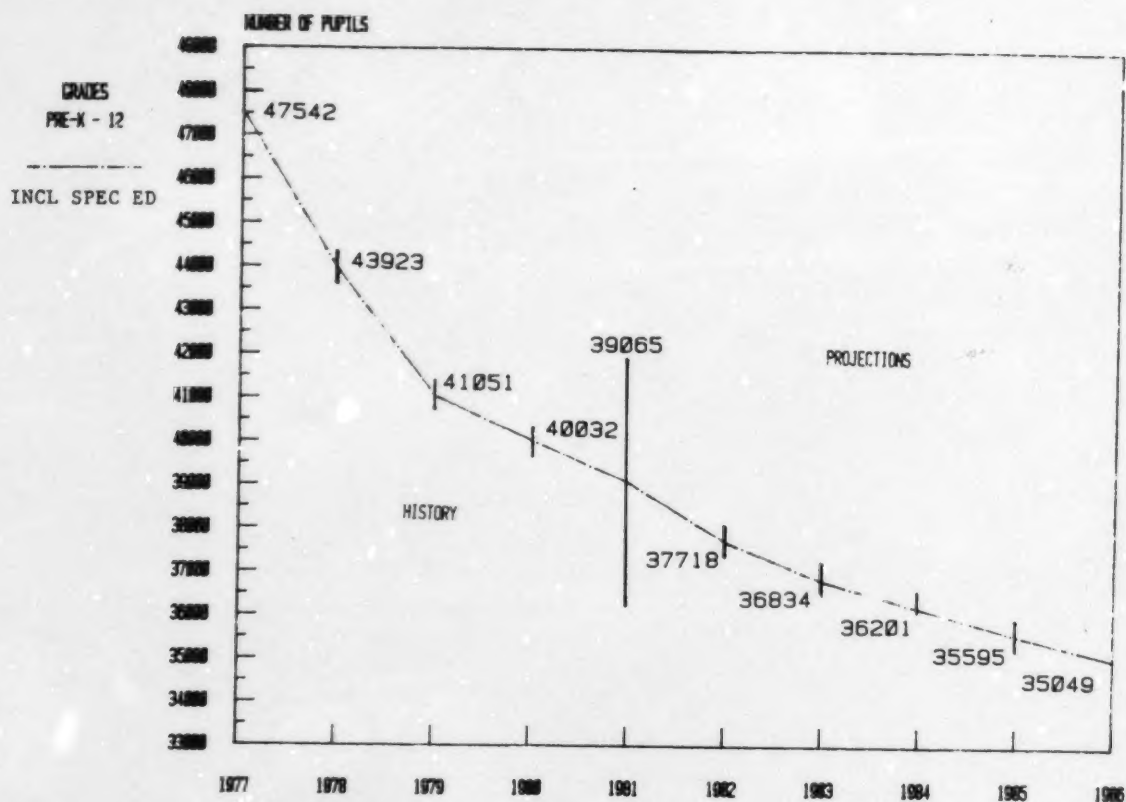


Table A. Enrollment History/Projections by Grade, 1977-1986

GRADE	FALL-ACTUAL		FALL-PROJECTIONS							
	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986
PRE-K(Spec.Ed.)	71	78	105	168	132	134	142	138	138	139
K	3420	2918	2697	2883	2695	2790	2880	2900	2920	2950
1	3594	3318	2836	2690	2924	2657	2751	2840	2859	2879
2	3763	3474	3110	2816	2662	2851	2591	2682	2769	2788
3	3512	3504	3278	3043	2746	2558	2740	2490	2577	2661
4	3275	3255	3311	3247	2959	2625	2445	2619	2380	2464
5	3273	3014	3048	3228	3154	2820	2502	2330	2496	2268
6	3128	2977	2916	3017	3176	3069	2744	2434	2267	2429
7	3210	2839	2865	2827	2899	3043	2940	2629	2332	2172
8	3437	3065	2716	2811	2816	2829	2970	2869	2566	2276
9	3656	3474	3140	2868	2955	2912	2925	3071	2967	2653
10	4270	3755	3383	3191	3014	3035	2991	3004	3154	3047
11	4191	3916	3443	3390	3104	2884	2904	2862	2875	3018
12	3908	3523	3427	3136	3062	2753	2558	2576	2539	2550
SPEC.ED. K-6	545	531	471	441	475	466	462	466	465	465
SPEC.ED. 7-12	289	282	307	276	292	292	289	291	291	290
PRE-K-12 TOTAL	47542	43923	41051	40032	39065	37718	36834	36201	35595	35049
M.T.I.	1146	1063	1073	1260	1636	1401	1425	1472	1443	1446
GRAND TOTAL	48688	44986	42124	41292	40701	39119	38259	37673	37038	36495

MINNEAPOLIS PUBLIC SCHOOLS
TABLE B
STAFFING DATA BY PERSONNEL CLASSIFICATIONS

	OCTOBER 13, 1978				OCTOBER 15, 1979				OCTOBER 15, 1980				OCTOBER 15, 1981			
	FILLED POSITIONS				FILLED POSITIONS				FILLED POSITIONS				FILLED POSITIONS			
	FUND 1 F.T.E.*	OTHER F.T.E.	TOTAL F.T.E.	PERSONS	FUND 1 F.T.E.	OTHER F.T.E.	TOTAL F.T.E.	PERSONS	FUND 1 F.T.E.	OTHER F.T.E.	TOTAL F.T.E.	PERSONS	FUND 1 F.T.E.	OTHER F.T.E.	TOTAL F.T.E.	PERSONS
CERTIFICATED																
SUPERINTENDENT	6.8	.2	7.0	7	7.0	-	7.0	7	7.0	-	7.0	7	7.0	-	7.0	7
DIRECTOR	8.9	7.1	16.0	16	10.1	4.9	15.0	15	9.1	3.9	13.0	13	10.0	4.0	14.0	14
ASSISTANT DIRECTOR	5.5	8.5	14.0	14	7.6	6.4	14.0	14	5.8	5.2	11.0	11	5.7	4.3	10.0	10
CONSULTANT	8.9	2.1	11.0	11	8.1	1.9	10.0	10	8.3	2.7	11.0	11	7.5	1.5	9.0	9
COORDINATOR	7.0	-	7.0	7	8.8	.2	9.0	9	8.8	.2	9.0	9	11.5	.5	12.0	12
PROJECT ADMINISTRATOR	3.6	7.4	11.0	11	2.0	4.0	6.0	6	2.0	4.0	6.0	6	2.0	3.0	5.0	5
OTHER ADMINISTRATOR	1.7	10.3	12.0	12	2.7	7.3	10.0	10	3.2	8.8	12.0	12	2.0	8.0	10.0	10
ADMINISTRATOR SUBTOTAL	42.4	35.6	78.0	78	46.3	24.7	71.0	71	44.2	24.8	69.0	69	45.7	21.3	67.0	67
PRINCIPAL, ELEMENTARY	50.0	3.0	53.0	53	48.0	2.0	50.0	50	48.0	2.0	50.0	50	49.0	2.0	51.0	51
PRINCIPAL, JUNIOR HIGH	15.0	2.0	17.0	17	13.0	2.0	15.0	15	14.0	-	14.0	14	13.0	-	13.0	13
PRINCIPAL, SENIOR HIGH	10.0	-	10.0	10	10.0	1.0	11.0	11	11.0	1.0	12.0	12	11.0	1.0	12.0	12
CAMPUS DIRECTOR, MAINT.	-	1.0	1.0	1	-	1.0	1.0	1	-	1.0	1.0	1	-	1.0	1.0	1
ASSIST. PRIN., SECONDARY	35.0	2.0	37.0	37	34.0	3.0	37.0	37	33.0	1.0	34.0	34	32.0	1.0	33.0	33
ADMINISTRATOR, VOC. ED.	-	3.0	3.0	3	-	3.0	3.0	3	-	3.0	3.0	3	-	2.0	2.0	2
PRINCIPAL & ASSIST. SUBTOTAL	110.0	11.0	121.0	121	105.0	12.0	117.0	117	106.0	8.0	114.0	114	105.0	7.0	112.0	112
CLASSROOM TCHR. (EXCEPT SPECIAL EDUCATION)	1713.9	129.37	1843.27	1877	1589.15	137.3	1726.45	1765	1538.25	126.33	1664.58	1699	1515.81	153.3	1669.11	1717
COUNSELOR	74.3	15.7	90.0	92	67.5	19.6	87.1	89	63.4	15.7	79.1	80	54.2	11.4	65.6	66
SOCIAL WORKER	84.3	13.7	98.0	103	75.86	21.0	96.86	104	70.1	22.6	92.7	100	67.9	18.0	85.9	92
PSYCHOLOGIST	12.0	2.6	14.6	18	13.84	2.6	16.44	18	13.8	3.5	17.3	20	13.4	4.0	17.4	19
LIBRARY AND MEDIA	60.1	3.3	63.4	66	59.0	3.1	62.1	64	59.6	2.4	62.0	65	55.8	2.6	58.4	61
WORK COORDINATOR	61.3	16.7	78.0	78	56.7	10.27	66.97	68	53.2	6.5	59.7	60	50.5	7.5	58.0	58
RESOURCE TCH. (EXC. SP. ED.)	21.4	60.6	82.0	85	22.14	50.16	72.3	74	27.4	41.4	68.8	70	18.0	15.0	33.0	34
TEACHER, SPECIAL ASSIGN.	28.4	30.0	58.4	60	27	46.72	73.72	78	23.2	26.45	49.65	53	18.0	24.7	42.7	45
SPECIAL CLASS TEACHER	130.4	8.9	139.3	141	138.1	16.0	154.1	156	134.8	18.5	153.3	155	133.77	27.0	160.77	164
SPECIAL ED. RESOURCE	130.8	8.0	138.8	140	128.0	6.0	134.0	135	142.0	5.0	147.0	149	131.0	6.0	137.0	139
OTHER SPECIAL EDUCATION	89.0	3.7	92.7	100	90.7	6.8	97.5	106	89.9	9.3	99.2	106	88.1	13.0	101.1	109
CONTRACT TCH. SUBTOTAL	2405.9	292.57	2698.47	2760	2267.99	319.55	2587.54	2657	2215.65	277.68	2493.33	2557	2146.48	282.5	2428.98	2504
ORAL HYGIENIST	1.0	-	1.0	1	1.0	-	1.0	1	-	-	-	-	-	-	-	-
INSTRUCTOR, O.S.T.C.**	-	13.85	13.85	18	-	14.12	14.12	18	-	14.87	14.87	18	-	See Footnote 1	-	-
LONG CALL RESERVE TCHR.	37.26	3.8	41.06	46	15.3	3.0	18.3	19	19.5	1.0	20.5	21	38.2	3.75	41.95	45
TUTOR	58.24	43.73	101.97	207	39.51	43.08	82.59	163	45.21	42.99	88.2	172	24.36	32.91	57.27	141
OTHER CERTIF. SUBTOTAL	96.5	61.38	157.88	272	55.81	60.20	116.01	201	64.71	58.86	123.57	211	62.56	36.66	99.22	186
REG. POSITION SUBTOTAL	2654.8	400.55	3055.35	3231	2475.10	416.45	2891.55	3046	2430.56	369.34	2799.9	2951	2359.74	347.46	2707.2	2869

CERTIFICATED CONTINUED ON FOLLOWING PAGE
Footnotes on Page Following Table B

TABLE B (Continued)

	OCTOBER 13, 1978				OCTOBER 15, 1979				OCTOBER 15, 1980				OCTOBER 15, 1981			
	FILLED POSITIONS				FILLED POSITIONS				FILLED POSITIONS				FILLED POSITIONS			
	FUND 1 F.T.E.	OTHER FUNDS F.T.E.	TOTAL F.T.E.	PERSONS	FUND 1 F.T.E.	OTHER FUNDS F.T.E.	TOTAL F.T.E.	PERSONS	FUND 1 F.T.E.	OTHER FUNDS F.T.E.	TOTAL F.T.E.	PERSONS	FUND 1 F.T.E.	OTHER FUNDS F.T.E.	TOTAL F.T.E.	PERSONS
CERTIFICATED, Continued																
ADULT BASIC & CONTIN. ED.	-	12.55	12.55	33	-	11.13	11.13	25	3.92	18.47	22.39	46	9.88	8.73	18.61	42
HOURLY RATE TEACHER	8.88	6.14	15.02	26	7.58	8.52	16.1	26	8.27	7.66	15.93	26	5.16	7.49	12.65	23
SHORT CALL RESERVE TCHR.	119.62	2.97	122.59	250	103.78	1.22	105.0	230	86.61	3.57	90.18	210	53.27	2.77	56.04	166
TEMPORARY																
POSITION SUBTOTAL	128.5	21.66	150.16	309	111.36	20.87	132.23	281	98.80	29.70	128.5	282	68.31	18.99	87.30	231
CERTIFICATED TOTAL	278.3	422.21	3205.51	3540	2586.46	437.32	3023.78	3327	2529.36	399.04	2928.4	3233	2428.05	366.45	2794.5	3100
CIVIL SERVICE																
DIRECTOR	.8	1.2	2.0	2	1.0	1.0	2.0	2	1.0	2.0	3.0	3	1.0	2.0	3.0	3
ASSISTANT DIRECTOR	1.0	-	1.0	1	1.0	-	1.0	1	1.0	-	1.0	1	1.0	-	1.0	1
SUPERVISORS & MANAGERS	12.5	8.5	21.0	21	11.1	7.9	19.0	19	10.4	5.6	16.0	16	11.4	5.6	17.0	17
ADMINISTRATOR SUBTOTAL	14.3	9.7	24.0	24	13.1	8.9	22.0	22	12.4	7.6	20.0	20	13.4	7.6	21.0	21
PROFESSIONAL	3.5	7.75	11.25	12	4.0	5.0	9.0	9	4.0	6.0	10.0	10	4.0	5.0	9.0	9
SCHOOL NURSE	17.3	2.2	19.5	22	19.4	7.5	26.9	30	17.8	8.9	26.7	31	18.01	6.28	24.29	29
TECHNICIAN	40.44	11.91	52.35	62	37.11	38.38	75.49	91	35.96	40.22	76.18	96	31.53	41.18	72.71	89
CLERICAL SERVICE	430.0	156.29	586.29	636	415.41	148.47	563.88	615	411.57	142.21	553.78	606	371.35	127.96	499.31	541
TRADES	173.9	1.1	175.0	175	171.6	2.0	173.6	174	160.4	2.0	162.4	163	162.76	1.0	163.76	164
CUSTODIAL SERVICE	435.5	12.5	466.0	466	423.95	13.3	437.25	438	397.85	17.0	414.85	415	384.5	13.70	398.2	400
FOOD SERVICE	-	182.64	182.64	302	-	155.47	155.47	290	-	164.0	164.0	280	-	145.46	145.46	274
TRANSPORTATION SERVICE	8.46	107.71	116.37	127	8.4	115.77	124.17	135	8.0	131.79	139.79	150	9.85	123.62	133.47	152
STOCKWORKER	15.0	1.0	16.0	16	13.0	3.0	16.0	16	10.9	4.0	14.9	15	10.95	4.40	15.35	16
LABORER	27.0	-	27.0	27	21.9	-	21.9	22	19.8	-	19.8	20	14.61	-	14.61	15
SCHOOL AIDE	226.38	342.59	568.97	934	224.51	239.98	464.49	806	200.23	211.87	412.1	744	187.77	189.15	376.92	702
SUPPORT																
SERVICE SUBTOTAL	1395.48	825.89	2221.37	2779	1339.28	728.87	2068.15	2626	1266.51	727.99	1994.5	2530	1195.33	657.75	1853.08	2391
CIVIL SERVICE TOTAL	1409.78	835.59	2245.37	2803	1352.38	737.77	2090.15	2648	1278.91	735.59	2014.5	2550	1208.73	665.35	1874.08	2412
ANCILLARY																
COMMUNITY ED. TEACHER	-	12.3	12.3	218	-	14.21	14.21	333	-	19.08	19.08	373	-	19.48	19.48	427
VOCATIONAL ADULT PROGRAMS	.14	11.62	11.76	108	-	10.75	10.75	93	-	12.23	12.23	113	-	15.53	15.53	118
STUDENT	5.43	5.17	10.6	35	3.78	6.52	10.3	31	4.06	6.38	10.44	42	4.2	5.81	10.01	30
ANCILLARY TOTAL	5.57	29.09	34.66	361	3.78	31.48	35.26	457	4.06	37.69	41.75	528	4.2	40.82	45.02	575
INDEPENDENT CONTRACTOR	16.37	60.52	76.89	127	16.15	63.91	80.06	132	25.05	72.95	98.0	146	23.1	73.53	96.63	138
GRAND TOTAL	4215.02	1347.41	5562.43	6831	3958.77	1270.48	5229.25	6564	3837.38	1245.27	5082.65	6457	3664.08	1146.15	4810.23	6225

Footnotes on Page Following Table B

Footnotes to Table B.

* F.T.E. = Full Time Equivalent

** O.S.T.C. = Occupational Skills Training Center

1. As of the 1981-82 school year, teachers at the Occupational skills Training Center are employed under teacher contracts. They are included with the count of classroom teachers.
2. Since 1979, counts of community education teachers are based on the payrolls for the fall quarter. Previous counts were based on payroll periods of three or four weeks. As a result, the 1979, 1980, and 1981 counts include more persons than in previous years.

APPENDIX 2

Basic Skill No. 1: Understand the communicator's message by listening, reading, and viewing critically.

Curriculum Area	Outcomes (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Language Arts	Given readings representing two points of view, students will be able to summarize the writer's messages and raise critical questions regarding the validity of each writer's viewpoint.	8-12	Teacher - developed tests State of Minnesota Reading Assessment tests, grades 4, 8, 11.	Example: In the 10th grade, given editorials representing opposing points of view on the same topic, students will be able to identify the main points of each editorial and to make inferences about each writer's reasons for advocating his/her position.	Example: In the 10th grade, students will read an editorial and be able to state the main points and supporting details. Students will learn to detect vocabulary clues that indicate propaganda. Students will brainstorm possible reasons for a writer's point of view.	Maintain current assessment procedures.
Mathematics	Student can rename and reduce fractions, denominators less than or equal to 20.	5	Minneapolis Title I Math Status Checklist; teacher observation.	Minneapolis fraction stripe activity kit.	Fraction stripe kit activities.	Title I checklist, Minneapolis Math Support System criterion - referenced tests, Minneapolis Arithmetic Computation Test (MACT)
Social Studies	Students will acquire skills in processing data.	7	Jr. High Diagnostic Social Studies Skills Test II (pre and post test) administered city-wide.	Student recognizes common symbols used in political cartoons & interprets cartoons.	Student use of remedial skills lesson.	Maintain current assessment procedure.
Science	Student will follow directions; understand laboratory experiments; follow diagrams and flow charts.	9	9th grade assessment administered city-wide.	Student makes an electric motor; prepares a microscope slide; tests foods for vitamins.	Student use of lessons designed in step-by-step sequential format.	Include measures to assess ability to read and interpret flow chart.

Basic Skill No. 1:

Curriculum Area	Outcomes (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Business and Cooperative Education	Students are able to follow oral and written communications.	10-12	<u>How Assessed</u> Performance Profile, teacher developed tests and observation, self-evaluation. <u>How Used</u> To determine student's ability to complete tasks as instructed.	1. Students are given oral instructions on how to type a specific business report. 2. Students are given a sample of a statistical table and instructed to prepare one using different data.	Examine area in which student has difficulty. Provide alternative activities, e.g. (1) Give oral instructions for preparing a memorandum; (2) group activity in <u>listening exercises</u> ; (3) give written instructions on preparing a letter; (4) analyze student's reading level.	Continuing assessment of outcomes using present methods.
Home Economics	The student will be able to understand the principles of development and the inter-relational effects they have in the development of a healthy child.	9-12	Teacher developed questions and tests, journal entries, role playing.	Listening and observing young children, and reading the literature about development and related behaviors.	Students will observe young children as a class through film-viewing using focusing questions.	State SELO's adapted for MPS will be standard for measurement.
Industrial Education	Students will identify processes such as separating, shaping, joining, and conditioning for transforming selected raw materials into a more useful form.	8	Evaluation of projects. Through a rating scale and observation. SELO's - Some Essential Learning Outcomes.	Students will determine how to procure equipment & materials for production of product. Students will do research to determine the market potential for a product. Students will use tools and machines to gain proficiency in using them.	Review how to measure. Demonstrate how to use tools and equipment. Peer teaching.	Development of performance profiles.
Modern Languages	Student will use non-verbal message of a speaker to help comprehend the verbal.	7	Teacher observation and/or tests, publisher's tests.	Student relates verbal content including interpretation of non-verbal gestures.	Observation of demonstration by teacher, by native speaker, or on film.	City-wide tests.

Basic Skill No. 1 :

Curriculum Area	Outcomes (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Media Curriculum	Student will understand the differences between fiction/non-fiction through an appreciation of the unique properties of nonfiction material and through critical selection of material.	5-6	Teacher based observation.	Student compares and discusses fiction and nonfiction sources of information about a career choice.	Media Generalist reviews the various ways of finding career information in the Media Center.	The state SELO's adapted for Mpls. will be the standard for measurement.
Health	The student will verbalize and act as a source of accurate health information for their peers.	7	Teacher designed activities/observations.	Role-playing helping a friend.	Observe and listen to a peer/teacher providing accurate information to a friend.	Mastery of learner outcomes as demonstrated by health knowledge criterion referenced tests.
Physical Education	Student will evaluate participants performances.	4-12	Teacher tests; oral reports.	Student work in small groups to identify skills using films/video tapes.	Teacher directed session with individual to identify appropriate skill levels.	Development of criteria used to evaluate.
Music	Student will listen to music critically and knowledgeably.	7	Teacher observation of student performance.	Student will listen to several pieces of music, compare, classify and evaluate as to style, instrumentation and form.	Repetition in small peer group setting.	State SELO's adapted for MPS will be standard for measurement.
Visual Art	Student will identify major artist's work.	7	Teacher observation.	Student will view and study a specific artist's style and historical context.	Repetition in small peer-group setting or individualized instruction with teacher.	The state SELO's adapted for MPS will be the standard for measurement.

Basic Skill No. 2: Uses spoken, written and visual communication appropriate in form and content for the intended audience and situation.

Curriculum Area	Outcome (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Language Arts	Students will demonstrate their abilities to write business letters.	4-12	Teacher developed tests. Norm-referenced tests grades 8, 10. Department available tests grade 10. Minnesota State Writing Assessment grades 4, 8, 11.	Example: In the 11th grade, students will write a letter of application to a potential employer.	Example: In the 11th grade; . students will inventory through questioning strategies the characteristics of their audience. . students will select language and arguments appropriate to the audience. . students will use the appropriate format to develop their argument. . students will proofread and revise their writing with their audience in mind.	Maintain current assessment procedures.
Mathematics	Student will translate English sentences into equations.	9	Minneapolis Elementary Algebra Minimum Essentials Test.	Students use equations to solve verbal problems.	Students receive instruction on items missed during first administration of test.	Elementary Algebra Minimum Essentials Test (80% mastery level required to pass algebra.
Social Studies	Student will acquire skills in expressing data.	7	Jr. high Diagnostic Social Studies Skills Test II (pre and post test) administered city-wide.	Student expresses data through speaking, writing, presenting info. graphically/dramatically.	Student use of remedial skills lessons.	Maintain current assessment procedure.
Science	Student will prepare individual report of science experiment.	10	Teacher evaluation of student work.	Students record the results of experiments; observe and report interactions.	Direct instruction packages for the specific skills identified.	Develop a set of criteria against which student samples could be compared.

Basic Skill No. 2 :

Curriculum Area	Outcome (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Business and Cooperative Education	Student is able to apply basic psychological factors in a sales demonstration.	11-12	How Assessed Performance Profile, teacher prepared questions, teacher and peer observation and critique. Video tape review. How Used Determine student's ability to use spoken, written and visual media to explain ideas.	1. Student will develop and give demonstration to class for the purpose of product information. 2. Student demonstrates product to another student for the purpose of convincing him/her to purchase same.	Examine area in which student has difficulty. Provide alternative activities, e.g. (1) teacher demonstrates and acts as role model; (2) industry resource person acts as tutor; (3) student observes role playing on interpersonal relations.	Continuing assessment of similar outcomes using present methods.
Home Economics	The student will be able to understand physical, social, economic and political factors influencing the availability of food and nutritional resources.	10-12	Assessment of project.	Research paper; debate on issues.	Student will learn skills for collecting data. Students will clarify issues. Students will summarize issues presented to the class through a panel discussion.	State SELO's adapted for MPS will be standard measurement.
Industrial Education	Student will read and interpret drawings, schematics, diagrams and the printed word.	7	Rating scale Observation Teacher developed questions. SELO's - Some Essential Learning Outcomes.	Students will develop a drawing of their room. Students will dimension a drawing. Students will make a blueprint of a drawing.	. Review how to read a scale. . Have drafts-person talk to students. . Break down assignment into smaller components.	Develop a Performance Profile.
Modern Languages	Student will know relative importance of inappropriate use in second language.	7	Teacher observation, and/or tests, publisher's tests.	Student identifies inappropriate use as it appears in given situations. (oral, aural)	Review concept w/teachers, in small groups, tape, film.	City-wide tests.

Basic Skill No. 2:

Curriculum Area	Outcome (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Media Curriculum	Learner will demonstrate an understanding of nonprint software and hardware and will be able to produce nonprint materials appropriate to personal needs and classroom assignments.	5-6	Teacher based observation.	Student team produces short animated film.	Student team instruct in use of 8mm camera and projector.	The state SELO's adapted for MPS will be the standard for measurement.
Health	The student will demonstrate an understanding of the effects of the use of slang terminology related to the human body.	7	Classroom observation.	Discussion on name calling & the feelings, motivations and consequences of these acts.	Behavior modification exercises designed by class and teacher.	Mastery of learner outcomes as demonstrated by health knowledge criterion referenced tests.
Physical Education	Student will demonstrate leadership abilities to communicate rules/strategies.	4-12	Teacher observation.	Students perform leadership tasks in small groups; students officiate activities.	Student observes teacher demonstration.	Future Assessment is an agenda item for Sec. Health and Phy Ed Advisory Board.
Music	Student will read and notate music.	7	Teacher observation of student performance.	Student will write a poem, create and notate a melodic line to accompany poem.	Repetition in small peer group setting.	State SELO's adapted for MPS will be standard for measurement.
Visual Art	Student will produce visual images with a particular function.	7	Teacher observation.	Design a poster that advertises an event as a car design.	Individualized instruction w/ teacher.	The state SELO's adapted for MPS will be the standard measurement.

Basic Skill No. 3: Uses appropriate computation and mathematical processes.

Curriculum Area	Outcome (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Language Arts	Students will be able to read, use and interpret maps, graphs, tables and symbols when used to amplify written communication.	4-12	Norm-referenced tests, 4-6, 8, 10. Commercial criterion-referenced tests grades 4-6. Teacher developed tests 4-12.	Example: In grades 4-8 students will be able to interpret maps contained in content-based materials.	Example: In grades 4-8 students will recognize types of maps. Students will be able to identify and interpret symbols used in maps that indicate directionality, terrain, population, distance, etc. Students will be able to explain how a map is used to clarify information contained in the narrative.	Maintain current assessment procedures.
Mathematics	Student will find the area of a triangle.	8	Minneapolis Criterion-Referenced Test (MCRT); Title I Math Status Checklist.	Show that the area of a triangle is half the area of a parallelogram with the same base and altitude.	Calculate areas using graph paper with one - centimeter squares.	MCRT and California Achievement Test.
Social Studies	Student will use summarized information to test hypothesis/offer solutions/clarify issues; understand time and chronology.	7	Junior High Diagnostic Social Studies Skills Test II (pre and post tests) administered city-wide. The test of Economic Literacy; teacher evaluation of student performance.	Student uses barographs to present data.	Student use of remedial skills lesson.	Maintain current assessment procedure.
Science	Student will use and understand scientific measuring and tools.	9	Laboratory practical examination.	Student measures chemicals on a balance; uses angles and force measures to understand vectors.	Diagnostic test to determine areas of need; instruction fitted to meet need.	Expand laboratory practical exam to include each course at secondary level. (1981-82)

Basic Skill No. 3:

Curriculum Area	Outcome (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Business and Cooperative Education	Students are able to solve business related problems such as payroll, interest, markup and markdown, invoice extensions and discounts.	10-12	<u>How Assessed</u> Performance Profile, teacher developed tests and self-evaluation <u>How Used</u> To determine student's ability to learn and apply appropriate mathematical process to variety of business problems.	1. Student will prepare a payroll register for 5 employees, using time cards as source documents. 2. Students calculate interest charged and monthly installments on automobile loan.	Examine area in which student has difficulty. Provide alternative activities, e.g. (1) review student's ability to make basic calculations; (2) review student's familiarity with payroll procedures.	Continuing assessment of similar outcomes using present methods.
Home Economics	The student will be able to understand available resources that can contribute to the housing decisions of individuals and families.	11-12	Norm-referenced tests, teacher tests/problems.	Students will determine the amount of monthly income that is budgeted for housing. Students will calculate the comparative costs of purchasing or renting various types of housing.	Students will review math skills involved in solving specific problems.	Development of criterion referenced test.
Industrial Education	Student will demonstrate appropriate planning by determining the cost of an electronics product.	9	Teacher developed questions. Assessment of project.	Students will conduct a research to determine the best price for electronics components. Students will experiment with production methods in order to identify the most efficient methods of constructing an electronic product. Students will conduct experiments to determine what type of electronic components are the most efficient for the product.	Demonstrate how to collect research data. Give remedial instruction in basic math skills. Individualized instruction.	Develop a Performance Profile.

Basic Skill No. 3:

Curriculum Area	Outcome (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Modern Languages	Student will be able to read and understand survival items for traveling in the country (i.e. maps, schedules, time designations forms)	7	Teacher developed tests, publisher's tests.	Student calculates distances in kilometers to locate geographical sites.	Review of metric system. (work sheets and practice)	City-wide tests.
Media Curriculum	Learner will demonstrate recognition of Dewey Decimal classification system by selecting non-fiction books by the numbers on the spine.	5-6	Teacher based observation.	Student retrieves books with designated call numbers from shelves and reshelves nonfiction books.	Media Generalist reviews the similarities of Dewey Decimal classification system and our monetray system.	The State's SELO's adapted for MPS will be the standard for measurement.
Health	The student will be able to establish a safe working pulse rate.	7	Teacher developed worksheets and tests.	Student will locate his/her safe pulse on a graph representing the relationship between age/weight/pulse.	Teacher demonstration with another example using similar concept.	Mastery of learner outcomes as demonstrated by health knowledge criterion-referenced tests.
Physical Education	Student will be able to use skills of estimation to make appropriate judgments of distance when approaching a target.	K-12	Teacher developed pre and post test, teacher observation.	Example: Student kicks soccer ball to knock down bowling pin to: recognize influence of timing on estimations . develop awareness of influence of others on their estimates in a team situation.	Practice in small groups; individual help from teacher and/or peers.	Develop grade level pre and post-tests. Coordinate observation standards.
Music	Student will understand and use rhythmic notation.	7	Teacher observation of student performance.	Student will interpret rhythmic notation through movement and/or instrumental performance.	Use of perceptual motor skills and manipulatives to reinforce knowledge.	State SELO adapted for MPS will be standard for measurement.

Basic Skill No. 3:

Curriculum Area	Outcome (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Visual Art	Student will employ the principle of physical balance in three dimensional works.	7	Teacher observation.	Student will design and construct a mobile.	Individualized instruction with teacher.	The state SELO's adapted for MPS will be the standard for measurement.

Basic Skill No.4: Uses appropriate strategies for acquiring, organizing and evaluating information, clarifies issues and solves problems.

Curriculum Area	Outcomes (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Language Arts	Students will be able to identify and recall a stated or implied sequence of events.	K-12	Norm-referenced tests grades 1-6, 8, 10. Commercial criterion-referenced tests grades 1-6. Teacher-developed tests K-12.	Example: In the primary grades, given a paragraph containing a sequence of events, students will be able to recall the sequence by correctly associating the words first, next and last with sentences paraphrasing the events.	Example: In the primary grades, students will put a series of unsequenced sentences in order using the terms first, next, last. Students will develop concepts for terms <u>first</u> , <u>next</u> and <u>last</u> as sequence indicators. Students will place a set of familiar pictures in sequential order. Students will be able to place objects in the same sequence as that of a model.	Maintain current assessment procedures.
Mathematics	Student will solve simple applied mathematics problems.	10-12	Minneapolis Basic Mathematical Knowledge Test (BMKT) (criterion-referenced)	Work exercises from Minneapolis Basic Skills Maintenance Kit.	Review lessons with interaction among teachers and students	BMKT administered in all Sr. high basic skills courses.
Social Studies	Student will identify and locate sources of information and evaluate the reliability and relevance of these sources.	7	Jr. High Diagnostic Social Studies Skills Test II (pre and post tests). The Test of Economic Literacy. Teacher evaluation.	Student evaluates sources of information distinguishing between primary and secondary sources, between fact and opinion.	Student use of remedial skills lessons.	Maintain current assessment procedure.

Basic Skill No. 4

Curriculum Area	Outcomes (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Science	Student will gain skill in matrix method of recording data.	4	Example: Student demonstrates competency by designing matrix indicating rocks and their properties.	Exercises in data recording.	Additional units are taught which stress this approach. Ex: Mystery powders.	Develop specific unit on process behaviors for elementary units. Disseminate continuums of process skills more broadly.
Business and Cooperative Education	The Distributive Education student will complete a market research project.	12	<u>How Assessed</u> Performance Profile, teacher developed questions, project paper and self-evaluation <u>How Used</u> To determine student's ability to acquire, organize and evaluate information.	1. Students, in small groups, select a consumer product to research. 2. Surveys/questionnaires are developed by students to obtain desired information. 3. Students obtain, analyze and make decisions based on information gained.	Examine area in which student has difficulty. Provide alternative activities, e.g. provide (1) sample survey forms; (2) Individual assistance in interviewing; (3) basic problem solving techniques.	Continuing assessment of similar outcomes using present instruments
Home Economics	The student will be able to analyze knowledge and information in regard to optimal food and nutrition.	7	Diet recalls and assessments. Individual reporting and logs of daily food diet-behavior. Teacher developed tests. Group identification and analysis of teen food and diet.	Student will analyze nutrient content of "popular" diets. Students will determine personal nutrient deficiencies and excesses.	Student will review information on nutrient content of food and recommended daily allowances. Student will analyze a diet in a large or small group.	To develop a systematic, long term assessment of the impact of program on food and diet preferences and behaviors.
Industrial Education	Student will identify, describe and evaluate current and alternative energy sources in terms of availability, cost, usefulness and practicality.	11	Teacher developed questions. Research paper Performance Profile.	Students will conduct experiments to become familiar with sources of energy such as solar, fossil, geothermal, gravitational, nuclear, and chemical. Students do a research paper to enable them to understand how energy affects our economic system. (continued)	Break down research assignment into smaller components. Peer teaching. Observe video tapes about alternative energies. ----- Students will construct a project to determine how energy conversion devices function, e.g. how the gasoline engine operates.	Use Energy Advisory Committee to develop an assessment instrument on alternative energies.

Basic Skill No. 4:

Curriculum Area	Outcomes (Example)	Grade Level	Current Assessment	Sample Activities	Relearning Activities	Future Assessment
Modern Language	Student will develop and apply knowledge about the 2nd language and culture.	7	Teacher observation and/or tests, publishers test	Student uses memorized words & phrases in role-playing.	Practice and or drill with teacher, peer, tape.	City-wide tests.
Media Curriculum	Student will display awareness of reference sources and will be able to gather information and report his/her findings.	5-6	Teacher based observation.	Student team produces TV news show using fac found in almanacs.	Student teams complete contract on ways to use almanacs.	The state SELOS adapted for Mpls. will be the standard for measurement.
Health	The student will know how to treat an injured person for shock.	7	Teacher - developed test for skill/observation.	Simulated accident scene.	Teacher Demonstration.	Mastery of learner outcomes as demonstrated by health knowledge. criterion referenced tests.
Physical Education	Student will be able to stop quickly with good balance at the end of a quick run.	K-12	Teacher - developed skills test/observation.	Whistle/Line Drill. Example: Volleyball - importance of getting to designated area of floor with good balance in order to make good contact with ball.	Re-taught at each grade level to accommodate body growth and physical development for all activities.	Coordinate observation standards throughout the district.
Music	Student will identify and relate to themes across disciplines.	7	Teacher observation of student performance.	Student, with partner, will listen to music and develop complimentary verbal description, visual representation and interpretation through movement/dance.	Repetition in small peer group setting.	State SELO's adapted for MPS will be standard for measurement
Visual Art	Student will select the most appropriate qualities of color to achieve desired effects.	7	Teacher observation	Student will experiment with a variety of color - saturation, intensity.	Repetition in small peer group-setting or individualized instruction with teacher.	The state SELO's (adapted for MPS) will be the standard for measurement.



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